

ACADEMIC COMMITTEE MEETING

PROGRAMME PROPOSSALS FOR 2002-2003

(As Recommended by DAB)



DEPARTMENT OF TEACHER EDUCATION & EXTENSION
National Council of Educational Research & Training
Sri Aurobindo Marg, New Delhi - 110 016

CONTENTS

	Item	Page No
1.	Role and Functions	1
2.	Resume of Activities of the Department during the Last Five Years	3
3.	Status of Programmes for 2001-2002	20
4.	Composite Statement of Programmes Proposed for 2002-2003.	22
5.	Summary Statement of Programme Proposals for the year 2002-2003	23
New Programmes		
5.1	A Study of the Evaluation Practices in Secondary Teacher Training Institutions in India	26
5.2	A Study of the Professional Support System and Classroom Performance of Para Teachers	31
5.3	Profile of Heads of Secondary Schools	37
5.4	Development of Self Instructional Material (SIM) for Science Teachers of Secondary Classes (SOPT Training Package)	42
5.5	Self-Learning Material for Elementary Teacher Educators	48
5.6	Development of Self Instructional Material on Quality INSET for In-service Programmes, Field Interaction and Innovation Coordination (IFIC) Faculty of DIETs	52
5.7	Development of Data Base on Innovative Practices in School Education & Teacher Education	58

5.8	Field Testing and Review of SOPT Training Material for Primary School Teachers	61
5.9	Teachers' Handbook on Transactional Strategies Reflected in NCFSE-2000	66
5.10	Development of Prototype Training Design and Material for Training of Teacher Educators and Teachers in Value Education	71
5.11	Inservice Programme for the Faculty of DIETs	80
5.12	Capacity Building Programme for the Principals of DIETs	84
5.13	Capacity Building of PSTE Faculty of DIETs on School Experience Programme	88
5.14	Orientation Course for NCERT Faculty	92
5.15	Orientation of IASE Faculty in Inservice Training of Secondary Teachers	97
5.16	Capacity Building Programme for the CTEs in the area of Inservice Education	101
5.17	School-Based Inservice Education for Teachers : Organisation, Evaluation and Development of Training Methodology	106
5.18	Journal of Teacher Education (Special Issue)	112
On-going Programmes		
5.19	Students' Perception Towards Two-year B.Ed. Programme in Regional Institutes of Education and Gujarat Vidyapeeth	116
5.20	Profile of Heads of Elementary Teacher Education Institutions	120



5.21	Encyclopaedia of Indian Education	124
5.22	Curriculum Framework for Quality Teacher Education	129
5.23	Development of Self-Instructional Modules for Elementary Teacher Educators on Competency, Commitment and Performance Based Teacher Education	133
5.24	Field Testing, Review and Finalization of SOPT Training Package for Science Teachers of Upper Primary Classes	137
5.25	Inservice Primary Teachers Training Through Interactive Television (IPTT-ITV) - UNESCO - ITU - GOI Project	141
5.26	Special Orientation Programme for School Teachers (SOPT)	145
5.27	Innovative Practices in School Education : All India Competition for NCERT Awards to School Teachers.	149
5.28	Innovative Practices in Teacher Education - All India Competition for NCERT Awards to Teacher Educators	157
5.29	Annual Conference of Directors of SCERTs/SIEs	163
6.	Minutes of DAB Meeting	167

DEPARTMENT OF TEACHER EDUCATION & EXTENSION

I ROLE AND FUNCTIONS

The NCERT is a research and development (R & D) organization in the school education sector and is responsible for experimentation and development of curriculum and preparation of proto-type instructional materials. Since the school curriculum, syllabi and instructional material form a basis for teacher training programmes, NCERT addresses itself to the task of formulation and organization of teacher training programmes also. To facilitate this the Department of Teacher Education and Extension undertakes research, development, training and extension work in the areas of teacher education, both pre-service and in-service. The Department has the following functions :

- i) **Research** : Research is an integral function of the NCERT and is central to all its activities. The research undertaken by the Department relates to pre-service teacher education, in-service education of teachers and teacher educators. The major focus of the research undertaken in the department is to provide data base and empirical evidence to the policy makers and administrators to take appropriate decisions relating to various issues of teacher education.
- ii) **Capacity building of State Level and District Level Teacher Education Institutions** : The task of capacity building in the field of teacher education is enormous. A large number of institutions of different types are needed to make dent in the system. One of the major functions of the Department is to continuously work for upgrading of capabilities of state level and district level teacher education institutions like SCERTs, IASEs, DIETs, CTEs etc. The department supports these institutions in the following ways :
 - Organising orientation/training programmes for the faculty of these institutions.
 - Providing a forum to heads of these institutions for sharing of experiences.
 - Preparing source material for the use and reference of the faculty of these institutions.
- iii) **Development** : The Department takes up programmes for the development of curricula and self-instructional materials for teacher educators and teacher trainees. It also undertakes development of alternative training modalities such as teacher training through Teleconferencing mode. The Department has

organized four pilot training programmes in the States of Karnataka and Madhya Pradesh for the training of primary teachers and teacher educators using Teleconferencing involving two way audio and one way video.

iv) Promotion and Innovations : To promote innovations in school and Teacher Education, the Department every year organizes two All India Competitions and selects teachers and teacher educators for NCERT awards.

v) Extending Academic and Technical Support to MHRD : The Department extends academic support to MHRD in the formulation and implementation of centrally sponsored schemes of Teachers' In-service Education like SOPT. The SOPT scheme is being implemented in all the States through SCERTs. The Department is responsible for preparation of training packages and monitoring and supervision of implementation by the States. The Department has also been entrusted with the responsibility to implement the UNESCO-ITU-GOI project INSET through ITV.

II

RESUME OF ACTIVITIES

The resume of activities of the Department during the last five years is given in this section.

A) RESEARCH

2.1 Case Study of a Training Practice

The Department conducted a study to evaluate the effectiveness of in-service training programme organized by Homi Bhabha Centre for Science Education, TIFR, Mumbai. The training practice was evaluated through discussion, observation of actual training programmes, analysis of secondary data provided by the training organization and interviewing trainer teachers for their perception about the training. The training practice was found to be highly cost effective and had most of the characteristics of an effective inservice training programme. (Completed in March 1998).

2.2 Assessing Training Needs of Primary Teachers

The Department undertook a project under DPEP to assess the training needs of primary teachers. The strategy followed was development of tools and techniques for assessment of training needs of teachers. The tools included (1) Diagnostic tests in Mathematics, Language (Hindi) and Environmental Studies I and II. (2) Training Need Assessment Questionnaire (3) Schedule for Classroom Observation of Teacher Behavior and (4) Guidelines for organizing Focus Group Interviews for primary teachers. The study was conducted in the Hapur Block of Ghaziabad District. The teachers were found deficient both in knowledge of subject matter and the pedagogical skills required to teach four basic subjects at primary level. (Completed in 1998).

2.3 Instructional Practices and Classroom Management in Large Sized Classes at Primary Stage.

The study was conducted with major objective of studying the prevalent instructional and management strategies adopted by teachers with large sized classes and specific constraints encountered by them. The sample consisted of 18 MCD primary schools of Delhi located in resettlement colonies and slums.

The study has revealed that various innovative instructional and management strategies are being practiced by teachers to handle large sized classes in spite of number and contextual constraints. In fact these strategies are in built in the system. Therefore, as an immediate measure, a package of instructional strategies for managing large sized class may be prepared for dissemination. An integrated model has been suggested to strengthen the in-built strategies, resolving contextual constraints and to cope with pressure of numbers while ensuring quality in teaching and learning. A systems approach

needs to be followed for implementation of this integrated approach in large sized classes. (Completed in 1999).

2.4 Working Conditions of Primary School Teachers in Madhya Pradesh

The study was conducted to compare the working conditions of primary school teachers in rural and urban settings in Madhya Pradesh to enable the concerned agencies to take necessary steps to improve the situation. The study was confined to only 20 primary schools – 10 situated in rural areas and an equal number in urban areas of two districts i.e. Rajgarh and Bhopal, which were selected on the basis of the lowest and the highest literacy percentage of the state. The study covers 4 major aspects of teachers' working conditions i.e. general features of the school, school building, facilities and instructional materials, general profile of the teachers. School Information Schedule, Teacher Working Conditions Questionnaire, Teacher Professional Anxiety Scale, Interview Schedule for Teachers, Interview Schedules for DPEOs, and Observation Schedule were the tools used for collection of requisite data. Teacher working conditions in urban schools were, by and large, found better in comparison to rural schools in matters like school facilities, instructional material, size of the class and the number of classes a teacher had to teach. Teachers working in rural schools spend more time on travelling to reach to their place of work, enjoy more congenial climate in their schools and lesser degree of job satisfaction than their counterparts in urban area schools. (Completed in 1999).

2.5 Case Study of SCERT, Delhi

A Case Study of Autonomous SCERT of Delhi was conducted by this Department to study the impact of its autonomous character in enhancing its effectiveness. The study is based on analysis of documents published by SCERT related to their programmes and activities, planning and policy perspectives. In order to understand the functioning of SCERT, interviews and discussions were held with the Director and faculty of SCERT and erstwhile and present stakeholders of client departments. The findings of the study reveal that autonomous status facilitates the institution to discharge its functions smoothly and systematically. After gaining autonomous status, the scope of SCERT's work has widened. Increased financial assistance has enabled the SCERT to procure better quality resources both human and material. With greater initiative, vision and freedom to work along with expanded facilities and resources, the SCERT has the potential for a great leap forward. The SCERT faculty, has, however, some problems related to service matters which need to be sorted out appropriately. (Completed in 1999).

2.6 Appraisal of Teaching Practice in Pre-service Teacher Education Programme at Elementary Level.

The study was undertaken to have a data of the inputs provided in DIETs having above average Human Resource Development (HRD) Climate for developing teaching competencies among prospective teachers. The sample consisted of all student teachers ,

teacher educators and principals of four DIETs. Data was collected through observation schedule, self-appraisal scale, perception scale, questionnaires, interview and observation of on the spot activities of the institutions.

The findings revealed that insufficient inputs and routine traditional instructional strategies were followed in DIETs. Lack of appropriate instructional support material and infrastructural facilities were observed. Lack of consensus among teacher educators about the format of lesson plan was visible. There was variation in the duration of practice teaching ranging from 21 days to 3 months. Teacher educators were providing less critical comments to the student teachers. Cooperation from teacher educators of other branches of DIETs during practice teaching programme was reported inadequate. (Completed in 2000).

2.7 Status of SCERTs/SIEs

This study was undertaken to find out the existing status of SCERTs/SIEs with reference to their departmental structures, infrastructural facilities, staff profiles, programme planning and implementation. Another purpose was to identify the factors that hamper proper functioning of these institutions and to suggest appropriate measures to overcome the same. Three tools-SCETRT/SIE Questionnaire, SCERT/SIE Information Schedule and Teacher Educator Information Schedule were used to obtain data from all these state level apex institutions. The study suggested a number of measures for strengthening SCERTs/SIEs. (Completed in 2000).

2.8 Innovations by Teacher Educators : A Survey

Innovations play a crucial role in improving the quality of education and providing solutions to problems. The Department has been conducting a programme titled 'Innovative Practices in Teacher Education' for the last several years. In this study an attempt has been made to analyze innovative practices that won NCERT award during the period 1993-94 to 1997-98. (Completed in 2000).

2.9 Districts Institutes of Education and Training (DIETs) : Status of their Operationalisation

The District Institutes of Education and Training (DIETs) have been set up at the district level as a part of the centrally sponsored scheme of restructuring of teacher education. During the past more than one decade , nearly 450 DIETs have been sanctioned by the Government of India but on the ground they are at different stages of operationalisation. Therefore, need was felt to conduct an analytical study of the existing status and functioning of DIETs with a view to suggest measures that could help them to discharge their responsibilities effectively. The study has revealed that the pre-service course had different nomenclature in different states. All the seven branches visualized as essential components were not operative in most of the DIETs. Further, a large number of posts had remained vacant. Most of the DIETs performed only two functions , namely, pre-service and in-service education. The profile of teacher educators was also

very revealing as most of them were well qualified holding master degree in school subjects as well as in education. Almost all teacher educators have prior experience of teaching either at primary level or secondary level. There is a need for strengthening DIETs in a wholistic perspective to achieve its mission in right perspective and by providing academic guidance and in-service training to its faculty on a continuous basis. (Completed in 2000).

2.10 Case Studies of Selected Innovative Teachers

NCERT encourages teachers to improve the teaching-learning process by promoting the spirit of research and innovation among them. The Department every year organizes an all India Competition for school teachers and teacher educators. Case studies of nine innovative teachers were conducted by the Department to understand the innovative process and the factors which helped and encouraged teachers to conduct innovations. (Completed in 2000).

2.11 In service Training of Secondary and Senior Secondary Teachers in North East Region : A Feasibility Study

This study was conducted with the objectives to assess the existing manpower and infrastructural facilities regarding teacher education in the region and to assess the specific requirements of these states to organize inservice training programmes. The findings of the study suggest that all the states in the North East region suffer from the problem of low attendance in in-service training programmes due to poor infrastructural facilities , inadequate TA/DA norms, and transportation problems etc. Financial constraints and lack of resource persons further aggravated the problem. The teachers of the region require training in content and pedagogy both especially in subjects like science, mathematics, languages and geography. (Completed in 2000).

2.12 Adoption of Block/Cluster Resource Centre for Academic Support (DPEP Project 1998-2001)

To make the DPEP more effective, sub-district structures at the block level (BRCs) and at the cluster levels (CRCs) have been created. BRCs and CRCs have been considered as essential components to improve the quality of education. This study 'Adoption of BRCs and CRCs to provide academic support' was conducted with a view to develop intervention strategies for their effective functioning. The Department had adopted a Block in Hissar District of Haryana.

On the basis of need assessment of BCR, CRC, Head Teachers (HT) and Primary School Teachers, intervention strategies and guidelines were developed for each target group. A two - day Orientation Programme was organized for CRCs, HTs and Primary School Teachers at BRC Hansi-II District Hissar, Haryana. Focus group discussions were used for assessing the effect of interventions. In the opinion of teachers, the process and content of inservice education has improved considerably. Number of model lessons and participation of teachers in the training programme have increased.

The monthly meetings were organised in a more effective way. Monthly tests have become an important tool for enhancing the learning achievement of students.

In the subsequent years, TLM for primary school teachers was developed. Two Inservice Teacher Education packages - one for BRCs and other for CRCs were also developed (Completed in 2001).

2.13 Teaching Effectiveness of Primary Teachers in Relation to their Educational and Professional Qualifications.

The educational and professional qualifications play significant role in the development and nurturance of teacher effectiveness. At the primary level, teachers with several combinations of educational and professional qualifications are working in schools of Delhi. The Department designed a study to identify the relationship between teacher effectiveness and teachers' educational and professional qualifications.

A sample of 249 primary school teachers of MCD primary schools of South Delhi was selected for the study. The sampled teachers had different combinations of educational and professional qualifications. The tools for the study comprised (i) Head teachers' perception schedule (ii) Teachers' self perception schedule (iii) Achievement tests in Hindi, Mathematics, Social Studies and Science. The study revealed that teachers possessing either B.Ed. or Primary Teacher Education qualifications (PTEQ) can be recruited as primary school teachers. The study further revealed that science graduates with B.Ed. or PTEQ should be employed for teaching of Science and Mathematics at primary level. (Completed in 2001).

2.14 Appraisal of Quality of Teacher Training under SMART-PT in Maharashtra

Maharashtra state has been organizing Statewide Massive and Rigorous Training of primary teachers (SMART-PT) since 1996-97. All the teachers who were teaching upto class IV were covered in the first and second phase of the programme. During 1999 about one-lakh teachers who were teaching class-V were covered under this programme. The aim of training was to provide training to teachers about the new competency based curriculum in the area of language, mathematics and science for improving quality of primary education. The emphasis was on ten competencies related to context, concept, content, transaction, educational activities, production and use of educational aids, evaluation, educational management, and rapport with parents and community in training programme.

The quality of training was appraised. 400 teachers were covered under this study. Various tools were administered during the training programme which was organized from 10-21 May, 1999. The study revealed that the physical facilities, library facilities, training material supplied were adequate. The transactional modalities were appropriate. The Resource Persons transacted the curriculum effectively. There was a gain in the participants knowledge with this competency based curriculum during the training programme. (Completed in 2001).

2.15 Constructivist Approach to Teaching Science

Science is taught in our schools as facts, rules and principles. Students are expected to memorize these and reproduce in the examinations. This approach to science teaching ignores the major objectives of science teaching and the way the learners learn science. One of the objectives of science teaching is to help children to produce knowledge rather than to reproduce it. To fulfill these objectives of science teaching, an orientation programme for teachers of primary schools in using constructivism to teach science was conducted.

The major findings reveal that constructivism can be easily implemented in our schools provided teachers are trained in using this approach. The pre-training observations of classroom teaching show that most of the teachers teaching science in classroom by directly reading the text books, writing questions and answers on the black board and sometimes performing activities in isolation. Teachers were oriented to the use of the existing concepts of science in developing their lessons and how students can be helped to do activities and arrive at their own conclusions. The teachers were convinced that teaching through constructivism motivates both students and teachers, makes teachers learn the content thoroughly and improves the learning environment in the class. This requires some new demands on teachers such as learning the content thoroughly and developing the pedagogical competence. This lessens burden of rote learning on students. Comparison of constructivist and traditional methods shows that students taught by constructivist approach perform better on understanding and construction of knowledge items as compared to students taught by traditional method. (Completed in 2001).

2.16 Students' Perception towards Two Year B.Ed. Programme

Two-year B.Ed. is prevalent in four Regional Institutes of Education (RIEs) and Gujarat Vidyapeeth. The objective of this project is to obtain views of students of these institutions on two-year B.Ed. programme. A questionnaire was developed and sent to all the students who were completing the two-year B.Ed. The data has been collected and its analysis is in process.

2.17 Profile of Heads of Elementary Teacher Education Institutions.

The project aims at highlighting the professional qualifications, work profile, commitment to the job, management style and difficulties faced by the Heads of elementary TEIs. The report would also give suggestions to improve the performance of the Heads and quality of the elementary TEIs. A questionnaire has been developed for collection of data from the TEIs. Data collection is in process.

B. DEVELOPMENT

2.18 Fifty Years of Teacher Education in India : Appraisal and Future Perspective

In the history of nations, there are occasions for undertaking review of past achievements and for crystalising vision for the future. The completion of 50 years of India's independence was utilized by different sectors for in depth review of the past and to provide direction to the foreseeable future. Realising the importance of teacher education as an important vehicle to improve the quality of school education, it was decided to attempt examination of the growth and development of teacher education during the post independence period. It was decided in consultation with a group of experts to follow thematic approach to deal with developments, problems and issues in different aspects of teacher education instead of tracing the history of teacher education during different plan periods, or decades or periods intervening between reports of different commissions or policy resolutions. The document has ten chapters covering the entire spectrum of teacher education. Recognising the importance of continuity of pre-service and inservice education; innovations and research ; the role of teacher educators and resource institutions ; and role of distance education mode which have or should have played a significant role in the development of teacher education, therefore, these were identified as separate themes for discussion and analysis. The discussion on the above mentioned themes have been presented in the perspectives of social, political, economic and international influences, both visible and invisible, on the development of teacher education. In the concluding chapter, an attempt has been made to present some ideas regarding directions in which teacher education may or should evolve in future.

2.19 Development of Framework for Participative and Data Based System of Teacher Appraisal

Appraisal of teachers and teaching has become one of the most hotly debated issues in education in recent years. The National Policy on Education (1986 and its revised version 1992) expressed the need of a comprehensive, open, participatory and data based system of teacher appraisal followed by enforcement of the norms of accountability for quality improvement in education. The Department developed a framework after thorough review of existing ACRs being practiced in various institutions like KVS, NDMC, Delhi Nagar Nigam and Sardar Patel etc. This framework includes self-appraisal by the teacher himself; appraisal by the principal on the basis of relevant data maintained by him for each and every teacher through out the year; and an appraisal interview. Tools for Self-Appraisal, Principal's Appraisal proforma, Diary for maintenance of teachers' data and interview schedule have been developed. A group of principals and teachers from Navodaya Vidyalayas and RIEs were oriented on the technique of utilizing the framework. The report of the framework was prepared and disseminated to the concerned persons and organizations.

2.20 Diploma in Primary Education

IGNOU, in collaboration with NCERT, has proposed to start a diploma course in primary education for in-service primary teachers. Self-learning material for this diploma course have been developed by the Department on two papers – (i) Teaching-learning at Primary Level and (ii) Education in Emerging Indian Society. Initially, the diploma course through distance mode has been started for inservice primary teachers of North-East region where a large number of teachers are untrained.

2.21 Encyclopaedia of Indian Education

On the persistent demand of the academic community, National Council of Educational Research and Training (NCERT) has undertaken the project on Encyclopaedia of Indian Education. A Project Coordination Team was formed in the Department of Teacher Education and Extension to handle academic as well as organizational aspects of the project. An Advisory Group was appointed under the Chairmanship of the Director, NCERT to provide direction to the project. A comprehensive list of about 417 entries covering all aspects, all periods and all stages of education was prepared.

The entries are arranged under five categories, viz. i) Educational Themes; ii) Innovations and Experiments in Education, iii) State Systems of Education; iv) Educational Organisations and Institutions; and v) Distinctly Indian Concepts. More than 55 percent entries are thematic in nature covering 15 specific areas of education.

Since 26th November, 1999, seven meetings of Advisory Group have been organized. The Conceptual Framework of the Encyclopaedia and Guidelines for the Authors was prepared. The panels of authors for various entries were prepared. The assigning of entries was initiated in the month of June, 2000. Till date, nearly 150 entries have been received from various authors. Alternative arrangement in respect of the authors expressing their inability to prepare the write-ups has been made. An Editorial Board was constituted to edit the entries. Nearly 90 entries have been edited in the two editorial meetings. The work of assigning entries to authors is still going on as some authors are expressing their inability to write the entries. By the end of March, 2002 approximately 150 write ups will be edited.

2.22 Self Instruction Material for Teacher Educators

Self-Instructional Material for Teacher Educators -Volume I & II were got printed. Drafts of Volume III & IV have been prepared. Self – instructional package for teacher educators on 'Peace Education' has been prepared and sent to outside experts for review.

2.23 Development of Self-Instructional Package for Primary Teachers

SOPT is a centrally sponsored scheme of the MHRD. The Department has been entrusted the responsibility of getting the scheme implemented in the states through State Nodal Agencies (SNAs). In 1995, an instructional package was developed by the Department which needs to be reviewed in the light of new thrust areas mentioned in National Curriculum Framework for School Education (NCFSE-2000). The SNAs were requested to provide feed back on the usefulness and adequacy of different modules of the previous package. An expert group meeting was also organized to identify the themes/ topics to be included in the package. Instructional material on identified themes is under preparation.

2.24 Self-Instructional Packages for Upper Primary Teachers under SOPT Scheme.

Three self-Instructional packages for upper primary teachers are being developed under SOPT scheme. One package is awareness package and the two are content-cum-pedagogy based packages in science and social sciences. The packages shall be based on the curricular issues and concerns reflected NCFSE-2000.

2.25 Responsive Curriculum Framework for Quality Teacher Education

NCERT brought out a Curriculum Framework for School Education in 2000 in which many new issues emerged. To respond to the curriculum framework, a document on Professional Support to Teacher Education is being prepared. Two workshops have been organized in August and Nov, 2001 to discuss the outline of the suggestive chapters of the document. There shall be four more meetings of experts from December, 2001 to March 2002 in which draft chapters of the document will be discussed.

2.26 Development of a Handbook on Culture Specific Pedagogies for Elementary Stage of Education

India is a multicultural, multilingual and multireligious society. The pluralistic nature of Indian society needs to be reflected in the pedagogical approaches to make learning joyful. In view of this a handbook on culture specific pedagogies for elementary stage of education is being developed. The draft handbook will be discussed in an in house curriculum group workshop to be held in the month of Dec., 2001.

C) TRAINING

2.27 Inservice Training of Principals and Faculty of District Institutes of Education and Training (DIETs)

The Ministry of Human Resource Development, Govt. of India designed a centrally sponsored scheme for teacher education in order to achieve universalisation of elementary education and adult literacy. A resource institution, namely District Institute of Education and Training (DIET) has been set up at the district level under this scheme.

So far the Ministry has set up about 450 District Institutes of Education and Training in different parts of the country. The Department has been building capacities of the Principals and faculty members of DIETs by organizing various training programmes since 1998-99.

The Department developed a training design for the training of Principals and faculty of DIETs. Self instructional material was developed on the basis of the training design. Various areas covered in the training included - planning and management, pre-service teacher education, adult and non –formal education, use of educational technology, learner centred approach, etc. The instructional material was tried out during the training programme. On the basis of feedback received from the trainees, the modules were reviewed. A programme for the training of Principals of DIETs was organized from 27th to 31st December, 1999 at NIE Campus, New Delhi in which 25 Principals from 5 states – Delhi, Haryana, Himachal Pradesh, Punjab and Rajasthan participated. During 2000-2001, a ten days training programme was organized at NIE campus from 18-27 September 2000 for the Principals of DIETs of Haryana, Himachal Pradesh, Rajasthan, Madhya Pradesh, Gujarat and Uttar Pradesh. During 2001-2002, the training programme will be organized in the month of Jan., 2002.

The District Institute of Education and Training consists of 7 branches – Pre-service Teacher Education (PSTE), Work Experience (WE), District Resource Unit (DRU) for Adult Education and Non-formal Education, In-service Programme, Field Interaction, Innovations and Coordination (IFIC), Curriculum Material Development and Evaluation (CMDE), Education Technology (ET), Planning and Management (PM). In order to provide training to all the faculty members of DIETs who are working in different branches, the Department designed an Action Plan during the year 1998-99.

Since 1999, every year the Department has been organizing a training programme for the faculty of DIETs to upgrade their capacities to perform their roles and functions effectively. During 2001-2002, a training programme shall be organized for the DIET faculty of North-eastern states in the month of February, 2002.

2.28 Training Programme on Promotion of Research in Elementary Education in Institutes of Advanced Study in Education (IASEs)

In order to strengthen the base of teacher education in the country the Programme of Action (POA) of National Policy on Education suggested establishment of Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs). The CTEs and IASEs were visualized as comprehensive institutions of teacher education which would also carry out the functions of in-service training of teachers, research, experimentation and extension in addition to pre-service teacher education programmes. In order to provide direction to the research, the Department conducted a programme on "Promotion of research in elementary teacher education" from March 29th to 1st April 2000 at NIE Campus, New Delhi. Twenty seven Principals and Heads of institutions from Andhra Pradesh, Gujarat, Karnataka, Kerala, Madhya Pradesh, Orissa, Rajasthan, West Bengal, Uttar Pradesh, Tamil Nadu and Delhi attended this programme. The

participants discussed threadbare emerging concerns of quality of elementary education. Probable research themes in areas of elementary teacher education namely, admission procedures, curriculum of pre-service teacher education, internship programme and evaluation were discussed and a number of research proposals were developed.

2.29 Orientation of IASE Faculty in In-service Training of Secondary Teachers and Elementary Teacher Educators

The Institutes of Advanced Study in Education (IASEs) are established under centrally sponsored scheme of teacher education of MHRD of Govt. of India. The Department provides academic support to these institutions to build the capacity of their faculty in the area of inservice education. An Orientation Programme for IASE faculty was organized at IASE Udaipur from March 31 to April 2, 2001 to sensitize them in the methodology of inservice education. They were also reflected on issues and emerging trends in inservice education. Need assessment, planning of inservice education programme, monitoring and evaluation of inservice education programme and concerns for quality improvement etc. were the topics discussed with the participants. The programme was attended by 22 faculty members from the states of Andhra Pradesh, Chattisgarh, Gujarat, Rajasthan, Orissa, Madhya Pradesh, Maharashtra, Uttar Pradesh and Tamil Nadus. A similar programme for IASE faculty shall be organized in the month of Feb., 2002. The instructional material is under preparation.

2.30 Orientation Programme for SCERT Faculty

There are 29 SCERTs/SIEs in the country. The Department organized a five-day orientation programme for SCERT/SIE faculty from March 19-23, 2001 with a purpose to upgrade their capacities to perform their roles and functions more effectively. The training was centered around four major themes – I) Development of Curriculum and instructional Material; ii) Methodology of Inservice Education; iii) Action Research; and iv) Emerging Issues and Concerns. Participatory and interactive modalities were used to transact the training curriculum. Twenty one participants from SCERTs of Goa, Gujarat, Haryana, Karnataka ; Kerala, Orissa , Pondicherry, Rajasthan , Tamil Nadu and West Bengal participated in the programme. During 2001-2002 , an orientation programme for newly recruited SCERT faculty shall be organized in the month of Feb., 2002. Training design has been revised. The training material is being prepared.

2.31 In-service Primary Teachers Training Through Interactive Television (IPTT:ITV)

This project has been undertaken as a pilot project to pre-test the technology and training software before its country wide launch under the National Action Plan. Continuing inservice education of teachers has been considered important for improvement of quality of education in schools. The need for experimentation with this interactive distance technology, ITV, was felt because the existing institutional infrastructure can not meet the training requirements of about three million teachers teaching at elementary stage. With the help of this technology we can reach teachers teaching in remote and far flung areas. A large number of teachers can be trained at a time and teachers can also get opportunity to interact with experts and teachers of other regions. Further, interactive TV offers us the opportunity of training a large number of teacher educators, teacher supervisors and Panchayati Raj functionaries who have been left out of the main stream of teacher training process. Another advantage of using this technology is that the transmission loss can be minimized as compared to traditional cascade model.

This pilot project is being implemented in the states of Madhya Pradesh and Gujarat under the overall supervision and guidance of NCERT. The collaborative partners in this project, Department of Education and its autonomous organization, GOI, Department of Telecommunication, GOI, UNESCO & International Telecommunication Union (ITU) have been assigned specific responsibilities through MOU.

The State nodal agencies for implementation of this project are SCERT, Madhya Pradesh and GCERT, Gujarat. NCERT besides providing academic support, is coordinating, monitoring and evaluating the project. This project covers 6 districts and 62 blocks in Gujarat and 10 districts and 124 blocks in M.P. There are twenty learning centers, 12 in M.P. and 8 in Gujarat. The beneficiaries are teachers, teacher educators and educational supervisors. The districts and blocks have been selected to cover a wide geographical area. To improve the quality of interactivity, this technology uses two way audio and two way video with computer support system. During 2000-2001, the states of Gujarat and Madhya Pradesh have prepared the training material as per the training needs of teachers. A faculty member of the department attended a training workshop on Distance Learning organized by UNESCO in Australia. Learning Centres are being equipped.

During 2001-02, the training on use of Video Distance Learning (VDL) was organized from August 1-3, 2001 BRBRAITT, Jabalpur which was attended by twenty resource persons. The VDL system will be used in the implementation of the project. The Department reviewed the activities of both the states in the month of September and October 2001. The National Advisory Board meeting shall be organized in January 2002 to provide technical support to all the 20 learning centres.

2.32 Special Orientation Programme for Primary School Teachers (SOPT)

The Special Orientation Programme for Primary School Teachers (SOPT) is a centrally sponsored scheme designed during 1993-94 with a view to improving the quality of primary education as a part of the strategy of achieving Universalisation of elementary education. The major focus of the scheme has been · To develop competencies among teachers in the use of operation blackboard materials supplied to primary schools and to encourage teachers to adopt child centred approach to learning. The orientation programme also aims at developing competencies envisaged in the National report on MLLs. The SOPT scheme was initiated with the target of imparting training to 4.5 lakh teachers every year. The National Council of Educational Research and Training (NCERT) has been entrusted with the responsibility to facilitate its implementation in the States and Union Territories. In this direction, NCERT developed a training design, training package and audio-video material to be used in the training programme. A three tier training model was envisaged wherein NCERT provided training to key persons of state education departments, who in turn, trained resource persons at district level. The resource persons were given the responsibility of imparting training to primary teachers in the states.

The scheme has been revised by Govt. of India and its scope is extended upto senior secondary stage since 2000. the Department has been entrusted the responsibility of getting the scheme implemented in the states through State nodal agencies (SNAs) as per revised guidelines of SOPT. Since inception of this scheme in 1993-94, a total of about 16.5 lakh school teachers have been trained upto March,2001.

2.33 Orientation Course for NCERT Faculty

A four –week Orientation Course for NCERT Lecturers was organized by the Department from 26th June to 21st July 2000. Twenty-two Lecturers from NIE Departments, RIEs of Ajmer, Bhopal, Mysore, and Bhubaneswar and PSSCIVE Bhopal attended this course.

The objectives of the above Orientation Course were :-

- (i) To orient the participants (NCERT Lecturers) to the structure, roles and functions of NCERT and those of its constituents in the context of school education. To orient the participants to the roles and functions of other national level organisations working for school education. To enable the participants to reflect on major concerns, priorities and developments and thrust areas related to various components of school education and teacher education.
- (ii) To strengthen competencies of the participants to undertake research, development, training and extension activities in school education and teacher education.

2.34 Training in Jeevan Vigyan

A seven days training programme in Jeevan Vigyan was organized by the Department in close collaboration with Kendriya Jeevan Vigyan Academy, Chatturpur Mod, New Delhi from 8 – 14 May 2000. Forty four participants from NIE, Regional Institutes of Education Ajmer, Bhopal, Bhubaneswar and Mysore participated in this special training programme. Subsequently Jeevan Vigyan Yog Prashikshan Shivers were organized at Regional Institutes of Education Ajmer, Bhopal, Bhubaneswar and Mysore. The faculty of Regional Institutes of Education, Colleges of Teacher Education (CTEs) and DIETs participated in the programmes from the respective regions.

2.35 Professional Development Programme for Senior Teacher Educators of SRI LANKA

A three-month Professional Development Programme for Senior Teacher Educators of SRI LANKA was organized by the Department of Teacher Education and Extension with the assistance of International Relations Division of NCERT from 25th Sept, to 24th Oct, 2000. Twenty Senior Teacher Educators of SRI LANKA participated in this Professional Development Programme. The participants were oriented the current status of teacher education particularly elementary teacher education in Asia with specific focus on India; the global trends in teaching and training methodology; Methods of curriculum design and development; Organization of in-service training programmes; Role of information technology in education; Research in education and Emerging issues and thrust areas in education. They were also provided guidance in the completion of projects and assignments.

2.36 Orientation of Teacher Educators to Alternative Approaches of Practice Teaching Components of Elementary Teacher Education Programme

After the appraisal of teaching practice component of pre-service teacher education programme in DIETs, it was felt desirable to orient teacher educators of DIETs with regard to alternative approaches of practice teaching. With this aim, themes were identified in a workshop organized in August'2000. Twenty modules were developed which were further tried out in a training workshop of teacher educators of PSTE branch of DIETs functioning in Northern region in the last week of March'2001. On the basis of feedback of participants, the resource package was modified. The package was got reviewed and vetted by a group of experts in August'2001. In the light of suggestions of the reviewers, a few modules are being modified. This resource package shall be used in the orientation programme of PSTE teacher educators of DIETs of Western region in March'2002.

D) EXTENSION

2.37 Conference of the Directors of SCERTs

A conference of Directors of SCERTs/SIEs was organized at National Institute of Education, New Delhi from 7th to 8th March 2000. The conference was attended by 17 SCERTs/SIEs from Goa, Punjab, Uttar Pradesh, Assam, Maharashtra, Tripura, Kerala, Haryana, Karnataka, Nagaland, Madhya Pradesh, Tamil Nadu, Andhra Pradesh, Jammu & Kashmir, Rajasthan, West Bengal and Delhi. The objectives of the conference included exchange of ideas and experiences in the field of school education and teacher education. The significant achievements of various SCERTs, their programmes and projects were also discussed in the conference. Various Departments of NIE shared with the Directors of SCERTs/SIEs the concerns of mutual interest for the qualitative improvement of school education. In various sessions, concerns related with National Curriculum Framework for School Education, experiential value education, strengthening linkage between the NCERT and SCERTs; centrally sponsored scheme of restructuring teacher education including SOPT were discussed threadbare. The Directors of SCERTs worked in three groups and made recommendations related with strengthening DIETs, SIEs and CTEs, linkages between DIETs, CTEs and IASEs. The recommendations of the conference had implications for the qualitative improvement of school education in long run. Copies of the report of the Conference were disseminated to SCERTs/SIEs for further necessary action at their end.

2.38 Innovations in Teacher Education and School Education-All India Competitions.

To promote the spirit of experimentation, research, and innovative practices among teacher educators and school teachers, NCERT organizes every year two All India Competitions. These Competitions namely Innovations in Teacher Education and Innovations in School Education aim at promoting professional growth among teacher educators and school teachers. Under this scheme, innovative papers are evaluated by a panel of experts and are selected for NCERT award. The selected teacher educators are given incentives in the form of cash prize and recognition at the national level. NCERT provides an opportunity to the selected teachers to discuss their innovations and to further field test the utility of these innovations. :-

The scheme has been made more rigorous since 2000-2001. Papers are now received region-wise through the RIEs where each paper is evaluated by a panel of two experts. Papers obtaining more than 50% marks are forwarded to NCERT for second level evaluation at national level. In the year 2000-2001, out of 255 papers (55 of teacher educators and 201 of school teachers) 182 were short listed at RIE level. Of these, 21 papers of teacher educators and 62 of school teachers were short listed at national level by a panel of evaluators. The authors of short listed papers at NIE level will be invited to present their papers at a national level seminar to be held in January, 2002. Awards will

be given to only those authors whose paper presentation is adjudged to be of good quality.

2.39 Conference of Teacher Organizations on Code of Professional Ethics for Teachers

In pursuance of recommendations of the National Policy on Education -1986, NCERT had developed a Code of Professional Ethics for Teachers in 1997 in consultation with All India Federations of Primary and Secondary school Teachers. The purpose of the exercise was to ensure respectable status of teachers in the society. Copies of the Code were made available to federations and organizations of teachers in different parts of the country. There are reports that the Code has been discussed and adopted extensively in the meetings, workshops and seminars etc of teacher organizations in different parts of the country.

The NPE-1986 had envisaged that the teacher organizations will evolve a suitable mechanism for the observance of the code by their members. To facilitate development of a suitable mechanism for the observance of the Code by teacher organizations, NCERT convened a two-day meeting of representatives of Teacher Organizations on 5th –6th February 2001 at NCERT, New Delhi. The conference made a number of recommendations for the observance of the code by the teaching community which were disseminated to state and national level teacher organizations and the SCERTs/SIEs

Reports and Other Material Brought Out during 1999-2000

1. Instructional Practices and Classroom Management in Large-Sized Classes at Primary Stages (Xeroxed)
2. Innovative Experiments and Practices in Elementary Teacher Education (Awarded Papers 1998-99) (Xeroxed)
3. Innovative Experiments and Practices in Secondary Teacher Education (Awarded Papers 1998-99) (Xeroxed)
4. All India Competition on Innovations for Sec/Sr.Sec. (SSE) Teachers 1998-99 (Xeroxed)
5. A Study of Working Conditions of Primary School Teachers in Madhya Pradesh (Xeroxed).
6. SCERT, Delhi-A Case Study (Xeroxed)
7. Participatory & Data Based System of Teacher Appraisal: A Framework (Xeroxed)
8. In-service Training of Secondary and Sr. Secondary Teachers of North Eastern Region: A Feasibility Study (Xeroxed)
9. Teaching Effectiveness of Primary School Teachers in Relation to their Educational and Professional Qualifications.(Xeroxed)
10. A Critical Study of SOPT Programme in Lucknow and Unnao Districts of Uttar Pradesh. (Xeroxed)
11. Survey of Innovations in Teacher Education ((Xeroxed)

Reports and Other Material Brought out during 2000-2001

1. District Institutes of Education and Training (DIETs) - Status of their Operationalization.
2. Teaching Effectiveness of Primary Teachers in Relation to their Educational and Professional Qualifications.
3. Status of SCERTs/SIEs.
4. Case studies of Selected Innovative Teachers

Reports and other Material Brought out during 2001-2002

1. Inservice Education Package for BRCs
2. Inservice Education Package for CRCs
3. Self-Instructional Package for Teacher Educators on Peace Education.
4. School Experience Programme – A Resource Package for Teacher Educators

Item 3 : Status of Programmes for 2001-2002

S No.	Title of the Programme	Type of Programme	Coordinator	Status
10 01	Admission Policies and Practices at different Stages of School Education & Teacher Education A Status Study	Research	Dr Pranati Panda	Data collected is being analysed
10 02	Teacher Education in South Asian Perspectives A Comparative Analysis of Policies and Practices	Research		Dropped in AC
10 03	Education as reflected in Parliamentary Affairs/Debates An Analytical Study	Research		Dropped in PAC
10 04	Teacher Education System in Britain, Australia, Japan, United States and India A Comparative Study	Research		Dropped in DAB
10 05	Role and Contribution of NGOs to Indian Education - A Status Study	Research	Dr Raj Rani	Data collected is being analysed
10 06	An investigation into the role and contribution of Private enterprise in Education in India	Research	Dr Santosh Sharma	Data collected is being analysed
10.07	Encyclopaedia of Indian Education	Development	Prof G K Lehn Prof M Agrawal Prof. R K Chopra Dr Pranati Panda	150 write-ups have been edited
10 08	Development of a Handbook on Culture Specific Pedagogies for Elementary Stage of Education	Development	Prof B K Mattoo	Draft prepared
10 09	Development of data base in Teacher Education with special reference to programme and activities of NCERT	Development	Prof S Nagpal	Data of awardee teachers & teacher educators collected
10 10	Development of Self-instructional Package for Primary Teachers	Development	Dr D D Yadav Dr M S Sirohi	In process
10 11	Development of Awareness Package for Upper Primary Teachers (SOPT)	Development	Dr Raj Rani	Material is being prepared
10 12	Development of Self-instructional Material (SIM) for Upper Primary Teachers in Science teaching (SOPT) Training Package	Development	Dr Santosh Sharma	Material is being prepared
10 13	Development of Self Instructional Package in Social Science for Upper Primary Teachers	Development	Dr Saroj Pandey	Material is being prepared
10 14	Training Programme for the faculty of CTEs	Training	Dr D D Yadav	In process

S.No.	Title of the Programme	Type of Programme	Coordinator	Status
10 15	Orientation of Teacher Educators to Effective Approaches to Practice Teaching Component of Elementary Teacher Education Programme	Training	Prof S Nagpal Dr.Raj Rani	Material is being prepared
10.16	In-Service Primary Teacher's Training Through Interactive Television (IPPT-ITV UNESCO ITU GOI Project)	Training	DR.S K.Yadav Dr S P Baniyal CIET	Reviewed the activities regarding implementation of the project
10 17	In- service Training Programme for Principals of DIETs (Core Training)	Training	Dr S.K Yadav	In process
10 18	In-service Training Programme for Faculty of DIETs for North-Eastern States	Training	Dr S K Yadav	In process
10 19	Orientation Programme for SCERT Faculty	Training	Prof R K Chopra	Material under preparation
10 20	Orientation of IASE Faculty in In-service Training of Secondary Teachers and Elementary teacher Educators.	Training	Dr K M Gupta	Material under preparation
10 21	Special Orientation Programme for Primary School Teachers (SOPT)	Training	Prof B K.Mattoo Dr D D Yadav	In process Reviewed the scheme of SOPT
10 22	Innovative Experiments and Practices in School Education-Competition for School Teachers (2001-2002)	Extension	Prof S Nagpal	Papers evaluated at national level
10 23	Innovations in Teacher Education-All India Competition for Teacher Educators	Extension	Prof S Nagpal	Papers evaluated at national level
10.24	Annual Conference of Directors of SCERTs/SIEs.	Extension	Dr.K.M Gupta	In process
10.25	Responsive Curriculum Framework for Quality Teacher Education	Development	Dr K.Walia	Outline of the suggestive chapters of the document prepared
10 26	Students' Attitudes Towards Two Year B Ed. Programme in Regional Institutes of Education and Gujarat Vidyapeeth	Research	Dr K Walia	Data collected
10 27	Profile of Heads of Elementary Teacher Education Institutions	Research	Dr K Walia	Questionnaire developed
10 28	Development of Self-Instructional Modules for Elementary Teacher Educators on Competency, Commitments and Performance Based Teacher Education.	Development	Dr K.Walia	In process

Annexure - II**CONSTITUENT : DTEE****Item 4 : Composite Statement of Programmes Proposed for 2002-2003****I. Type/Category wise number of Programmes with proposed Budget**

Programme	New	On-going	Carried over	Total	Budget Proposed
Research	3	2	-	5	15,64,500
Development	7	4	-	11	48,53,800
Training	7	2	-	9	25,22,22,960
Extension	1	3	-	4	17,98,975
Any other					
Total					26,00,23,615

II. (A) Source-wise break-up of the total proposed budget in I

- i) Estimated Budget from Councils funds : Rs. 1,05,18,235/-
- ii) Specific Grants from MHRD : Rs. 25,08,22,800/-
- iii) Grants received from other agencies like UNICEF etc. Nil

(B) Budget proposed vis-à-vis utilization thereof during 2001-2002 under plan programmes.

- i) Budget asked for 2001-2002 as per PAC agenda (March 2001): Rs.28,31,47,960/-
- ii) Budget allocated by PPMED for 2001-2002 : Rs. 69,56,960/-
- iii) Specific grant received from MHRD for 2001-2002 : Rs . 16,16,14,077/- (Opening balance from previous year)
- iv) Expenditure incurred on programmes under B (ii) above Rs. 5,68, 308/- (as on 1.11.2001)

III. Details of Special Programmes

Programmes for	No. of Programmes	Programme Codes	Budget Proposed Rs.
North-East Region	Two	5.12 and 5.13	3,99,000
SC/ST	Nil	Nil	Nil

IV. Proposed Supporting Staff (JPF/CA)**Total No. of Months**

JPF (13)	145 months
CA (4)	29 months

Item 5 : Summary Statement of the Programme Proposals for the Year 2002-2003

Sr.No.	Title of the Programme	Type	Coordinator	Category	Estimated Budget for 2002-03	Recommendation of DAB
5.1	A Study of the Evaluation Practices in Secondary Teacher Training Institutions in India	R	Prof. Mamta Agrawal Dr. Saroj Pandey Dr. Raj Rani	New	4,66,200	Recommended
5.2	A Study of the Professional Support System and Classroom Performance of Para Teachers	R	Dr. Saroj Pandey Dr. Raj Rani	New	8,70,000	Recommended
5.3	Profile of Heads of Secondary Schools	R	Dr. K. Walia	New	64,900	Recommended
5.4	Development of Self Instructional Material (SIM) for Science Teachers of Secondary Classes (SOPT Training Package)	D	Dr. Santosh Sharma	New	2,20,000	Recommended
5.5	Self-Learning Material for Elementary Teacher Educators	D	Dr. S. Nagpal	New	1,21,000	Recommended
5.6	Development of Self Instructional Material on Quality INSET for In-service Programmes, Field Interaction and Innovation Coordination (IFIC) Faculty of DIETs	D	Dr. Pranti Panda	New	1,58,000	Recommended
5.7	Development of Data Base on Innovative Practices in School Education & Teacher Education	D	Dr. M.S. Sirohi	New	92,800	Recommended
5.8	Field Testing and Review of SOPT Training Material for Primary School Teachers	D	Dr. D. D. Yadav	New	3,10,400	Recommended

5 9	Teachers' Handbook on Transactional Strategies Reflected in NCFSE-2000	D	Dr Santosh Sharma	New	2,20,000	Recommended
5.10	Development of Prototype Training Design and Material for Training of Teacher Educators and Teachers in Value Education	D	Dr. Saroj Pandey Dr K Bhutani	New	4,16,200	Recommended
5.11	Inservice Programme for the Faculty of DIETs of North-East State	T	Dr. S K. Yadav	New	2,36,000	Recommended
5 12	Capacity Building Programme for the Principals of DIETs	T	Dr. S K Yadav	New	2,51,000	Recommended
5.13	Capacity Building of PSTE Faculty of DIETs on School Experience Programme	T	Prof S. Nagpal	New	1,48,000	Recommended
5 14	Orientation Course for NCERT Faculty	T	Prof. Mamta Agrawal Dr. Raj Rani Dr. Pranati Panda	New	1,84,000	Recommended
5.15	Orientation of IASE Faculty in Inservice Training of Secondary Teachers	T	Dr K M Gupta	New	2,00,000	Recommended
5.16	Capacity Building Programme for the CTEs in the area of Inservice Education	T	Dr. D D Yadav	New	2,33,660	Recommended
5 17	School-Based Inservice Education for Teachers . Organisation, Evaluation and Development of Training Methodology	T	Dr. P. Panda Dr Raj Rani	New	2,63,700	Recommended
5 18	Journal of Teacher Education (Special Issue)	E	Dr. K. Waha	New	92,500	Recommended
5 19	Students' Perception Towards Two-year B Ed. Programme in Regional Institutes of Education and Gujarat Vidyapeeth	R	Dr K. Walia	On-going	1,00,000	Recommended

5.20	Profile of Heads of Elementary Teacher Education Institutions	R	Dr K Waha	On-going	63,400	Recommended
5.21	Encyclopaedia of Indian Education	D	Prof. G K Lehari Prof. M. Agrawal Dr Pranati Panda	On-going	7,05,400	Recommended
5.22	Curriculum Framework for Quality Teacher Education	D	Dr K Waha	On-going	22,57,400	Recommended
5.23	Development of Self-Instructional Modules for Elementary Teacher Educators on Competency, Commitment and Performance Based Teacher Education	D	Dr K. Waha	On-going	1,25,000	Recommended
5.24	Field Testing, Review and Finalization of SOPT Training Package for Science Teachers of Upper Primary Classes	D	Dr Santosh Sharma	On-going	1,38,000	Recommended
5.25	Inservice Primary Teachers Training Through Interactive Television (IPTT-ITV) - UNESCO - ITU - GOI Project	T	Dr S K Yadav	On-going	8,22,800*	Recommended
5.26	Special Orientation Programme for School Teachers (SOPT)	T	Prof. B K. Mattoo Dr D D. Yadav	On-going	25 Crores*	Recommended
5.27	Innovative Practices in School Education . All India Competition for NCERT Awards to School Teachers	E	Prof. S Nagpal	On-going	8,59,175	Recommended
5.28	Innovative Practices in Teacher Education - All India Competition for NCERT Awards to Teacher Educators	E	Prof. S Nagpal	On-going	6,31,300	Recommended
5.29	Annual Conference of Directors of SCERTs/SIEs	E	Dr. K.M. Gupta	On-going	2,16,000	Recommended

* Specific grant from MHRD

NEW PROGRAMMES

Annexure - III**5.1****Programme Proposal For the Year 2002-2003**

1. Name of the NCERT Constituent	:	Department of Teacher Education & Extension
2. Title of the Programme	:	A Study of the Evaluation Practices in Secondary Teacher Training Institutions in India.
3. a) Type of the Programme (Please tick)	:	Research
b) Category of the Programme (Please tick)	:	New
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	
4. Total Duration of the Programme as phased in col. 10 (Months)	:	24 months
a) Date on which programme commence/to be commenced	:	April, 2002
(b) Target date of completion	:	March, 2004
5. (a) Stage of Education to which the programme is meant (Please tick)	:	Secondary Teacher Training
(b) If programme is meant for a group with special needs (Please tick)	:	
(c) If programme is State/Region/Agency specific, specify the State/Region/Agency	:	
6. Beneficiaries (Please tick)	:	-Teacher Educators -Educational Administrators/ Planners, NCERT faculty and Authorities

7. Need and Justification

(If on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

Evaluation is an integral part of teaching and learning. Infact successful learning and good quality teching cannot occur without high quality evaluation. This is equally true for teacher education institutions. The quality of prospective teachers depends on the system of evaluation they have undergone during their teacher training. Though evaluation is a very important component of teacher preparation, very little empirical data is available on pupil-teacher evaluation practices carried out in teacher training institutions. A study of the existing system of evalution in the teacher training courses for the secondary level teachers is, therefore, necessary. It can be utilized by policy makers and educational planners for further improvement in their policy, planning and administration.

Such a study will also prove useful to the University Departments of Education for improving the practices in their Departments as well as in their affiliated teacher training colleges.

8. a) Specific Objectives

1. To study the evaluation practices in teacher education institutions at secondary level.
2. To study inter state and intra state variations in the evaluation practices..
3. To evolve strategies for improving the pupil teacher evaluation in these institutions.

b) Methodology :

(If research programme,please also indicate sample, research questions/ hypotheses and tools)

The present study is a survey type research. The sample will include teacher education institutions at the secondary level (B.Ed. Colleges) 10% of the universities in India representing all the four regions of the country along with 4-5 affiliated colleges will be selected through stratified random sampling procedure. Total sample will, therefore, include 100 to 120 teacher education institution.

The study will include both qualitative and quantitative data collected through questionnaires and interaction with the college faculty

The data will be analysed using suitable statistical technique to arrive at conclusions and the report will be prepared.

c) Proposed Supporting Staff/ (JPF/CA), if any

Designation	Total No. of months
JPF(s)	One JPF for 16 months
CA(s)	—

9. Collaborating Agencies (If any) Name of Agency Nature of Collaboration

10. Phasing of the Programme with precise information on activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure (If any)
		From	To	
	Activities for 2002-2003			
1.	Review of literature	April, 2002	June, 2002	—
2.	Preparation of Tools	June, 2002	Aug 2002	—
3.	Two day expert group meeting to review the tools	Sept., 2002		Rs 16,000
4.	Finalization and Photocopying of tools	Sept , 2002	March 2003	Rs. 5,000
5.	Data collection - Field visits to sample institutions	Oct., 2002	March 2003	Rs 4,10,000
	Activities for 2003-2004			
6.	Tabulation of data	April, 2003	July 2003	Rs. 35,200
7.	Analysis of data	Aug 2003	Nov. 2003	Rs. 10,000
8.	Report writing	Dec. 2003	Feb. 2004	
9.	Finalization and submission of report (including contingency)		March, 2004	Rs. 30,000
10.	Follow up Activitiy			
	i) Review of the report			Rs. 2,000
	ii) Printing of the report by the NCERT			
	Total			Rs.5,08,200

Total proposed budget for 2002-2003 including JPF salary for 8 months from Aug. 2002 to March, 2003 is = Rs. 4,66,200

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : 3 and 4
 Title : Expert Group Meeting to Review the Tools
 Proposed Dates : From Aug.. 2002 To

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA to 4 experts	10,000	
	DA for two days 260x2x4	2,320	
2.	Honorarium	2,000	
3.	Contingency (working lunch, tea)	1,680	
4.	Photocopying of tools	5,000	
	Total	21,000	

Activity No. : 5
 Title : Field visits to sample institutions
 Proposed Dates : From Oct. 2002 To March, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA for 8 visits of 2 persons each	3,00,000	
2.	DA for 7 days including the travelling days for 2 persons	30,000	
3.	Salary of JPF for 8 months @ 4400/- p.m	35,200	
4.	Visits to institutions (local conveyance)	30,000	
5.	Visit of the JPF to states	50,000	
	Total	4,45,200	

Grand Total of 11.1 and 11.2 = Rs. 4,66,200/-

12. Expected end-product

Report

13. a) Plans for utilisation and dissemination of end product(s)

The report will be disseminated to the Universities and teacher education institutions and MHRD.

b) Plans for Evaluation of the outcome

The report will be evaluated through an external expert.

c) Plans for follow up/Feedback on utilisation of the outcome

The report will be modified on the basis of comments from the expert and a printed volume will be brought out for wider dissemination.

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. (Mrs.) Mamta Agrawal, Professor

b) Name(s) and designation of other faculty member(s) involved

Dr. Saroj Pandey, Reader

Dr. Raj Rani, Reader

sd-

Signature

Head of the Deptt./Institute

sd-

Signature

(Programme Coordinator)

5.2
Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent	:	Department of Teacher Education & Extension
2. Title of the Programme	:	A Study of the Professional Support System and Classroom Performance of Para Teachers.
3. a) Type of the Programme (Please tick)	:	Research
b) Category of the Programme (Please tick)	:	New
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	N.A.
4. Total Duration of the Programme as phased in col. 10 (Months)	:	24 months
a) Date on which programme commence/to be commence	:	April, 2002
(b) Target date of completion	:	March, 2004
5. (a) Stage of Education to which the programme is meant (Please tick)	:	Primary
(b) If programme is meant for a group with special needs (Please tick)	:	N.A.
(c) If programme is State/Region/Agency specific, please specify the State/Region/Agency	:	N.A.
6. Beneficiaries (Please tick)	:	-Teachers and Educational Administrators

7. Need and Justification

(If on-going/ carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

The scheme of para teachers has come up in response to the challenges for providing universal access to primary education. Para teachers are appointed both in regular schools and alternative schools in a number of states. More than 220 thousand para teachers are engaged in approximately twelve states of the country namely Andhra Pradesh, Gujarat, Rajasthan, Himachal Pradesh, West Bengal, Assam, Kerala, Orissa, Maharashtra, Madhya Pradesh and Uttar Pradesh. Other states are also utilising the services of para teachers. During the last few years, especially after the initiation of DPEP there has been phenomenal rise in the number of para teachers. Almost all the educationally backward states have come up with the scheme of para teachers. There are large variations in para teacher schemes in different states but the common factor in all of them is that the teachers are low paid and are appointed on contract basis. In most cases, barring Gujarat and Maharashtra, pre service training is not mandatory. But all para teachers undergo induction training of 20-40 days. In some cases the training is as short as seven days. In service training of para teachers in majority of schemes is between 10-20 days per year. The issue of inadequate training of para teachers is a matter of concern and has to be addressed keeping in view the training needs of para teachers. Their academic support system also needs to be strengthened. However, there is very little empirical evidence about the professional support system, and how far it is helpful in their classroom performance. The present study makes an effort in this direction. Findings of this study may help the educational planners, administrators and educators in bringing out qualitative improvement in the scheme of para teachers.

8. a) Specific Objectives

1. To analyse the professional support system available for para teachers.
2. To observe the classroom performance of teachers.
3. to ascertain the problems and training needs of para teachers.
4. To evolve strategies for improving professional support system for para teachers.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

The study seeks answer to research questions like what is the profile of para teachers? What type of professional support is being provided to them? What is the content and duration of in-service training provided to them and how far it contributes in their classroom transaction etc.

The study is an analytical survey utilising both the quantitative and qualitative data. Sample of this study will be drawn from four Regions i.e. East, West, North and South of the country. Stratified random sampling technique will be used for selection of sample. Data will be collected through questionnaire, class room observation, inter view schedule and focus group discussions. Analysis of data will be done through suitable quantitative and qualitative statistical analysis.

c) Proposed Supporting Staff/ (JPF/CA), if any

<i>Designation</i>	<i>Total No. of months</i>
JPF(s)	One for 20 months (At the headquarter)
CA(s)	—

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	RIEs	—
b) Outside Agency	—	—

10. **Phasing of the Programme with precis information on activities (including in-house activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
	Activities for 2002-2003			
1.	Review of literature	April 2002	June 2002	—
2.	Development of tools	July, 2002	Oct., 2002	
3.	Expert group meeting for finalisation of tools	Nov., 2002	—	Rs. 1,12,000
4.	Printing of tools and Data collection (including field visit)	Dec., 2002	Aug 2003	Rs. 7,58,000
	Activities for 2003-2004			
5.	Tabulation of data	Aug., 2003		Rs. 44,000
6.	Analysis & interpretation of data	Sept 2003	Nov., 2003	Rs. 5,000
7.	Writing of research report	Nov. 2003	Feb. 2004	
8.	Finalisation of reports Rs 4,400/- p.m.		March,2004	Rs 45,000
	Total			Rs.9,64,000

Allocation of Budget to 4 RIEs

- For Field visits	Rs. 5,71,200
- For preparation of report @ Rs. 5000/- per RIE	Rs. 20,000
- Contingency @ Rs. 4000/- Per RIE	Rs. 16,000
Total	Rs. 6,07,200
Budget for DTEE	Rs 3,56,800

Total Proposed Budget for the year 2002-2003 including JPF Salary = Rs. 8,70,000/-

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : 3
 Title : Expert group meeting to finalise tools
 Proposed Dates : Nov. 2002 (for two days)

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA/DA for 10 experts for two days	40,000	
2.	Honrarium for 10 experts @ 200 for two days	4,000	
3.	TA/DA to 4 RIE faculty one each from each RIE	60,000	
4	Tea/Cofee and Lunch for 26 persons for two days	5,000	
4.	Contingency	3,000	
	Total	1,12,000	

11.1 Activity No. : 4
 Title : Field visits for data collection (Estimate of 1 field visit)
 Proposed Dates : From Dec. 2002 To Aug. 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA of two NCERT faculty & one JPF	20,000	
2.	2 days workshop at district H.Q. TA for 50 teachers @ 200/- per teacher DA for two days (50x2x90)	10,000 9,000	
3	Honrarium to Hon. Director (200x2)	400	
4.	Tea/Cofee	2,000	
5	Local field visit for 2 NCERT faculty and JPF for 5 days including Taxi fare	10,000	
6.	Visit of two NCERT faculty to observe in service training inputs to para teachers for three days	5,000	
7.	TA/DA to faculty	20,000	
8.	Salary of JPF (at NCERT H Q) for 10 months @ 4400/- p m	44,000	
	Total	71,400 +44,000 = 7,58,000	1,15,400

Total estimate of 10 field visits

(Eight visits by 4 RIEs and Two visits by DTEE) = Rs. 7,14,000+ 44,000 (Salary of JPF)

12. Expected end-product : Report

13. a) Plans for utilisation and dissemination of end product(s)

The report will be disseminated to the MHRD, SCERT and DIETs for quality improvement in in-service training of para teachers.

b) Plans for Evaluation of the outcome

c) Plans for follow up/Feedback on utilisation of the outcome

14. . Personnel involved

a) Name and designation of the Programme Coordinator

Dr. Saroj Pandey

Dr. Raj Rani

b) Name(s) and designation of other faculty member(s) involved

N.A.



Signature

(Programme Coordinator)

sd-

Signature

Head of the Deptt./Institute

5.3

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent/ Department	Department of Teacher Education & Extension
2. Title of the Programme	Profile of Heads of Secondary Schools
3. a) Type of the Programme (Please tick)	Research
b) Category of the Programme (Please tick)	New
c) If the programme is carried over, mention the PAC Code No. and year of approval	
4. Total Duration of the Programme as phased in col. 10 (Months)	24 months
a) Date on which programme commenced/to be commenced	May, 2002
(b) Target date of completion	March, 2004
5. (a) Stage of Education to which (Please tick)	Secondary
(b) If programme is meant for a group with special needs (Please tick)	No
(c) If programme is State/ Region/ Agency specific, please specify the State/ Region/ Agency	N.A.
6. Beneficiaries (Please tick)	<ul style="list-style-type: none"> - Teachers - Educational Administrators/Planners - Researchers - Principals

7. Need and Justification

(If on-going/ carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

Since the Heads of schools have to play multifarious roles particularly in management, organizing qualitative programmes, monitoring teaching learning process, providing academic guidance to the staff & ensuring adequate co-curricular activities for value education, managing & controlling school finance, maintaining warm relationship with the staff, community and parents etc. it is therefore vital to study the profile of Heads of schools.

8. a) Specific Objectives :

To study

- The academic and professional background of Heads of secondary schools
- Their relationship with the students, staff, colleagues, parents and community.
- Their work profile and commitment to their job.
- Difficulties faced by them and suggestions for improving professional competency.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

A questionnaire will be developed consisting of 30 to 40 questions which will be sent to heads of secondary schools comprising of all categories i.e. Govt., private and public schools situated in rural, urban, tribal and hilly areas of the country. A few interviews will also be organized.

c) Proposed Supporting Staff/ (JPF/CA), if any

Designation	Total No. of months
JPF(s)	—
CA(s)	6 months

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	—	
b) Outside Agency	—	

10. **Phasing of the Programme with precise information on activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure (if any)
		From	To	
	Activities for 2002-2003			
1.	Preparation of questionnaire	June, 2002		Rs 3,500
2.	Meeting finalising of questionnaire	Aug., 2002		Rs. 35,000
3.	Computer Analysis	Oct., 2002	March, 2003	Rs 26,400
	Activities for 2002-2003			
4.	Final analysis of data and report 1 expert x 10 days	April, 2003		Rs 24,000
5	Preparation of report/binding cover page, final editing etc.	Oct., 2004		Rs. 20,000
	Total Expenditure			Rs.1, 08,900

Total Proposed for 2002-2003 including salary of Computer Asstt. Rs. 64,900

11. **Details of each Budget Activity under Item No.10 (in the following format)**

11.1 **Activity No.** : 1
Title : Preparation of Questionnaire
Proposed Dates : June, 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Preparation of questionnaire 2 experts x 2 days TA	2,560	
2.	D.A.	520	
3.	Working lunch, tea etc.	420	
	Total	3,500	

11.2. Activity No. : 2
Title : Meeting for finalising the questionnaire
Proposed Dates : From Aug., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Finalising of Questionnaire 6 experts x 2 days		
2.	TA (Local & Non-local)	32,600	
3.	D.A.	1,560	
4.	Working lunch, tea etc.	840	
	Total	35,000	

11.3. Activity No. : 3
Title : Computer analysis
Proposed Dates : From Oct. 2002-March, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Salary of one Computer Assistant for 6 months @ Rs. 4400/- P.M.	26,400	
	Total	26,400	

12. Expected end-product : Report

13. a) Plans for utilisation and dissemination of end product(s)

The report will be disseminated to secondary schools

b) Plans for Evaluation of the outcome

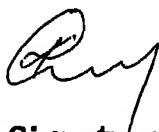
c) Plans for follow up/Feedback on utilisation of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. K. Walia, Reader

b) Name(s) and designation of other faculty member(s) involved



Signature
(Programme Coordinator)

sd-

Signature
Head of the Deptt./Institute

5.4
Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Development of Self Instructional Material (SIM) for Science Teachers of Secondary Stages (SOPT Training Package)
3. a) Type of the Programme (Please tick)	:	Development
b) Category of the Programme (Please tick)	:	- New
c) If the programme is on going carriedover, mention the PAC Code No.and year of approval	:	
4. Total Duration of the Programme as phased in col. 10 (Months)	:	12 months
a) Date on which programme commence/to be commence	:	April, 2002
(b) Target date of completion	:	March, 2003
5. (a) Stage of Education to which the programme is meant (Please tick)	:	- Secondary
(b) If programme is meant for a group with special needs (Please tick)	:	N.A.
(c) If programme is State/ Region/Agency specific, specify the State/Region/Agcny	:	Centrally sponsored(for all the states)
6. Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students - Teachers - Teacher Educators - Educational Adminstrators/ Planners, NCERT faculty and Authorities All

7. Need and Justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

The centrally sponsored scheme, SOPT (Special Orientation Programme for Teachers) was launched in 1993 with the objective of providing in service training to primary teachers. The scheme has now been extended to secondary stage. One of the important components of training is the improvement of teaching and learning of the specific subjects in the classroom. To make training effective, it is important that teachers are provided with self instructional material. It is, therefore, proposed to develop a content cum pedagogy package for Science teachers which will help in enhancing the knowledge base of teachers, developing the clarity of concepts and also in transaction of scientific concepts in the classroom.

a) Specific Objectives

- To identify the concepts where teachers have difficulty in teaching.
- To develop the content cum pedagogy Self Instructional Material for Science Teachers of secondary classes incorporating thrust areas of NCF- 2000.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

Format and topics for SIM will be decided in a workshop where content outlines will also be drawn. The identified authors will then write the modules. The SIM will be finalized in a workshop.

c) Proposed Supporting Staff/ (JPF/CA), if any

<i>Designation</i>	<i>Total No. of months</i>
JPF(s)	—
CA(s)	—

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	DESM, RIEs	In developing material
b) Outside Agency if		

10. Phasing of the Programme with precis information on activities (including in-house activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
1	Identification of difficult content areas/concepts (Meeting of teachers)	April, 2002	May, 2002	Rs. 15,000
2	Workshop to decide format, topics and content outlines	July, 2002,	Aug, 2002	Rs 80,000
3.	Writing of Modules	Sept., 2002	Oct., 2002	Rs 15,000
4	Review (Inhouse) of modules	Nov., 2002	Dec. 2002	Nil
5.	Workshop for review of modules by experts	Jan, 2003	Feb, 2003	Rs. 80,000
6	Drawings by artist	Feb, 2003	March, 2003	Rs. 10,000
7.	Typing making copies	Feb., 2003	March, 2003	Rs 20,000
	Total			Rs. 2,20,000.

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : 1

Title : Identification of different concepts.

Proposed Dates : From April, 2002 To May, 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA of teachers for interaction meeting (1 day 20 teachers)	8,000	
2.	Tea and lunch	5,000	
3.	Contingency	2,000	
	Total	15,000	

11.2 Activity No. : 2
 Title : Workshop to develop design, format & content outline
 Proposed Dates : From July, 2002 To Aug., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA & DA of 10 participants (3 days 6 local 4 non local)	75,000	
2.	Lunch & tea	3,000	
2.	Contingency	2,000	
	Total	80,000	

11.3 Activity No. : 3
 Title : Writing of SIMs
 Proposed Dates : From Sept., 2002 To Oct., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Honorarium to 10 writers @ 1500/ per module	15,000	
	Total	15,000	

1.4 Activity No. : 5
 Title : Workshop for review of modules by experts
 Proposed Dates : From Jan., 2003 To Feb., 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA & DA of 10 participants (3 days 6 local 4 non-local)	75,000	
2.	Lunch & tea	3,000	
3.	Contingency	2,000	
	Total	80,000	

11.5 Activity No. : 6
 Title : Drawings by artist
 Proposed Dates : From Feb, 2003 To March, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Payment to artist for drawing work	10,000	
	Total	10,000	

11.6 Activity No. : 7
 Title : Typing and making copies
 Proposed Dates : From Feb, 2003 To March, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Typing & making copies	20,000	
	Total	20,000	

Total of 11.1,11.2,11.3,11.4 &11.5 = 2,20,000/=

12. Expected end-product

Package

13. a) Plans for utilisation and dissemination of end product(s)

To be used in SOPT training programmes, will be disseminated to teachers through SCERTs.

b) Plans for Evaluation of the outcome

Teacher's evaluation of the package

c) Plans for follow up/Feedback on utilisation of the outcome

Revision of the package

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. (Miss) Santosh Sharma

b) Name(s) and designation of other faculty member(s) involved



Signature

(Programme Coordinator)

sd-

Signature

Head of the Deptt./Institute

5.5

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent/ Department	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Self-learning Materials for Elementary Teacher Educators
3. a) Type of the Programme (Please tick)	:	Development
b) Category of the Programme (Please tick)	:	New
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	N.A
4. Total Duration of the Programme as phased in col. 10(Months)	:	12 months
a) Date on which programme commenced/to be commenced	:	April, 2002
(b) Target date of completion	:	March, 2003
5. (a) Stage of Education to which the programme is meant (Please tick)	:	Elementary teacher education
(b) If programme is meant for a group with special needs (Please tick)	:	—
(c) If programme is State/ Region/Agency specific, please specify the State/ Region/Agency	:	
6. Beneficiaries (Please tick)	:	- Student - Teachers - Teacher Educators - Educational Administrators/ Planners NCERT faculty and Authorities

7. Need and Justification

(If on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

NPE 1986 (revised version 1992) has suggested establishment of DIETs with the capability to organise pre-service and in-service programmes for elementary school teachers and personnel working in N.F.E. and A.E. besides performing other functions. Therefore, DIETs have been established under the centrally sponsored scheme of restructuring and reorganising elementary education. Besides, many of the ETTIs are not considered to be upto the mark. Both DIETs and ETTIs need academic inputs for capacity building of their faculty. Hence the need to develop package of self-learning materials for elementary teachers educators was felt. Accordingly two packages were drafted. The packages were evaluated by the expert and suggested modification in the line of self learning style. Hence, there is need for revision and review in the development of both the package in SIM style of IGNOU.

8. a) Specific Objectives :

- i) To review and revise the self-learning materials in the development of both the package in SIM style of IGNOU.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

Two review meetings will be held to review and finalise the modules as per the suggestion of experts.

c) Proposed Supporting Staff/ (JPF/CA), if any

Designation	Total No. of months
JPF(s)	Nil
CA(s)	

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	DTEE	For writing the modules and acting as resource persons in the training programme.
b) Outside Agency		

10. **Phasing of the Programme with precise information on activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
1	Expert Group meeting for review of modules	June,2002		Rs. 56,600
2	Editing & Finalisation meeting	Aug , 2002		Rs. 54,600
3	Computerisation of modules, photocopying and binding of the report and printing of cover page.	Jan., 2003	March,2003	Rs. 10,000
	Total Estimated Expenditure			Rs. 1,21,200

11. **Details of each Budget Activity under Item No.10 (in the following format)**

11.1 Activity No. : 1
Title : Expert group meeting for review of modules
Proposed Dates : From May To June 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA to 5 RPs 3 non local	45,000	
	(By air) 2 local	5,000	
2.	Contingencies	1,600	
3.	Working Lunch	5,000	
	Computerisation of module		
	Photo copying		
	Total	56,600	

11.2. Activity No. : 2
Title : Editing and Finalisation meeting
Proposed Dates : From Sept. To Oct., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA/DA 3 non-local (By Air)		
	15000x3	45,000	
2.	Local Conveyance (By Bus)		
	500x2x5	5,000	
3.	Contingencies	1,600	
4.	Working lunch (10x60x5)	3,000	
	Total	54,600	

11.3. Activity No. : 3
 Title : Computerization of Modules
 Proposed Dates : From Sept. To Oct., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Typing, Photocopying and and Binding of the report	10,000	
	Total	10,000	

12. Expected end-product

The revised packages will be sent for publication

13. a) Plans for utilisation and dissemination of end product(s)

The SIMs will be sent to each DIET and SCERT for the one of teacher educators.

b) Plans for Evaluation of the outcome

The SIMs will be evaluted by experts before getting it published.

c) Plans for follow up/Feedback on utilisation of the outcome

After tryout of the package, modification will be in corporated.

14. Personnel involved

a) Name and designation of the Programme Coordinator

Prof. Shakuntla Nagpal

b) Name(s) and designation of other faculty member(s) involved

All the authors of the department

Sd/-
 Signature

Head of the Deptt./Institute

Sd/-
 Signature

(Programme Coordinator)

National Commission
 Director, Information
 & Inf. F-23331
 Date 19/1/04

5.6

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent/ Department	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Development of Self Instructional Materials on Quality INSET for Inservice Programmes, Field Interaction and Innovation Co-ordination (IFIC) Faculty of DIETs
3. a) Type of the Programme (Please tick)	:	Development
b) Category of the Programme (Please tick)	:	New
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	N.A
4. Total Duration of the Programme as phased in col. 10(Months)	:	12 months
a) Date on which programme commenced/to be commenced	:	1st April, 2002
(b) Target date of completion	:	31st March, 2003
5. (a) Stage of Education to which the programme is meant (Please tick)	:	Elementary teacher education
(b) If programme is meant for a group with special needs (Please tick)	:	Nil
(c) If programme is State/ Region/Agency specific, please specify the State/ Region/Agency	:	
6. Beneficiaries (Please tick)	:	- Student - Teachers - Teacher Educators - Educational Administrators/ Planners NCERT faculty and Authorities

7. Need and Justification

(If on-going/ carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

The need for in-service education and training of teachers as a modality of continuing education for professional development is well recognised. To institutionalise in-service education of teachers and to build resource institutions at the grass-root levels, District Institute of Education and Training (DIETs) have been established at the district level as part of the centrally sponsored scheme. In order to perform their function as comprehensive pedagogical institutions to organise in-service courses, extension activities and to assist educational authorities in planning, co-ordination of in-service education programmes for elementary teachers of the district, In-service Programmes, Field Interaction and Innovative co-ordination (IFIC) branch has been set up in each DIET. As envisaged in the DIET Guidelines, the IFIC branch has been entrusted with the responsibility to identify training needs of elementary teachers in the district and prepare a perspective plan, annual calendar of all programmes. Further, It acts as the nodal branch for organising in-service education for teachers, head teachers and orientation programmes for resource persons using distance cum contact modes and to maintain data base on INSET programmes. Besides this, the branch also serves as a reference and resource centre for teachers who wish to continue their education and to co-ordinate field interaction and extension activities of the institute.

The studies conducted by DTEE (1999) and NIEPA (1999) revealed that large number of DIETs have been organising in-service education programmes either conducting short term in-service programmes for elementary teachers or for head masters and other personnel working in the field of school education in their district. The training technique followed in the in-service programme are pre-dominantly Lecture-cum-discussion. Though, DIETs have been organising and conducting in-service programme, they lack coherence, continuity and not relevant to field context and overall professional development of teachers. Further, the activities related to extension programmes, Field Interaction, Networking and Innovation Co-ordination (IFIC) have not taken up by most the DIETs. Keeping in view the changing scenario and changing role perspectives of elementary teachers, there is an urgent need to strengthen this branch. Therefore, there is a need for developing a self instructional package based on whole cyclic process of INSET programmes, planning of extension and field interaction programmes, networking amongst institutions and co-ordination of innovative programmes.

8. a) Specific Objectives :

To develop Self Instructional Package on Quality INSET

1. On whole cyclic process of INSET programmes.
2. Organisation and conduct of Extension and Field Interaction activities through Networking.
3. On organisation, development of innovation and co-ordination programmes.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

Analysing the role and function visualised for IFIC branch of DIETs and the concerns reflected in National Curriculum Framework for School Education, 15-20 themes will be identified in consultation with an expert group meeting. Authors for each module will be identified from DTEE, other NIE departments and RIEs. The modules will be written in Self Instructional style which will be tried out in in-service training programmes for teacher educators of DIETs.

c) Proposed Supporting Staff/ (JPF/CA), if any

<i>Designation</i>	<i>Total No. of months</i>
JPF(s)	Nil
CA(s)	_____

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	RIEs & NIEs Deptt.	
b) Outside Agency	DIETs, SCERTs	Tryout of package

10. Phasing of the Programme with precise information on activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
1.	Review of studies, collection of materials, preparation of background papers and guidelines.	April, 2002	June, 2002	—
2.	Experts group meeting to discuss and finalize the theme and topics of SIM.	July , 2002 (2 days meeting)		Rs 70,000
3.	Preparation of self instructional modules	July , 2002	Nov., 2002	
4.	Review meeting to edit and finalise the modules (for five days)	Dec , 2002		Rs 38,000
5.	Finalisation of self instructional package	Jan., 2003		—
6.	Production of 500 copies of training package	Feb.,2003		Rs. 30,000
7.	Bindidng and coverage printing	March,2002		Rs. 20,000
	Total Estimated Expenditure			Rs. 1,58,000

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : 2
Title : Expert group meeting
Proposed Dates : July, 2002

S.No.	Item of Expenditure	Estimated Expenditure (12 participants)	Remarks if any
1.	TA (Air) 10,000x2	20,000	
2.	TA (Rail) 3500x10	35,000	
3.	Hon. to RPs 200x2x2	800	
4.	DA 260x3x12	9,360	
5.	Contungency	4,840	
	Total	70,000	

11.2 Activity No. : 4.
Title : Review meeting of the training package
Proposed Dates : From Dec., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Review meeting to edit and finalise the modules (Five groups) (Five R.Ps) TA 3500x5 DA 260x6x5 Hon. 5x5x200 Contegency	17,500 7,800 5,000 7,700	
	Total	38,000	

11.3. Activity No. : 6
Title : Try out of Training Package
Proposed Dates : Feb. 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	500 copies will be made for field distribution	30,000	
	Total	30,000	

11.4. Activity No. : 7
Title : Binding and cover page printing of reports
Proposed Dates : March, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Binding, cover page printing and other misllaneous expenditure	20,000	
	Total	20,000	

12. Expected end-product : Training Package

13. a) Plans for utilisation and dissemination of end product(s)

The SIM package will be sent to each DIETs and SCERTs for its field efficacy.

b) Plans for Evaluation of the outcome

The package can be further evaluated by outside evaluators.

c) Plans for follow up/Feedback on utilisation of the outcome

After receiving feedback from feed and evaluators the package will be reviewed and sent for publication.

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. Pranati Panda, Reader

b) Name(s) and designation of other faculty member(s) involved

Sd-
Signature

Head of the Deptt./Institute


Signature

(Programme Coordinator)

5.7
Programme Proposal For the Year 2002-2003

1.	Name of the NCERT Constituent	:	Department of Teacher Education & Extension
2.	Title of the Programme	:	Development of Data Base on Innovative Practices in School Education and Teacher Education.
3.	a) Type of the Programme (Please tick)	:	Development
	b) Category of the Programme (Please tick)	:	- New
	c) If the programme is on going or carried over, mention the PAC Code No. and year of approval	:	N.A.
4.	Total Duration of the Programme as phased in col. 10(Months)	:	One Year and 6 months
	a) Date on which programme commenced/to be commenced	:	April 2002
	(b) Target date of completion	:	Oct., 2003
5.	(a) Stage of Education to which the programme is meant (Please tick)	:	All Stages
	(b) If programme is meant for a group with special needs (Please tick)	:	All
	(c) If programme is State/Region/Agency/specific, the State/Region/Agency	:	National
6.	Beneficiaries (Please tick)	:	Student Teachers Teacher Educators, Administrators, SCERT, DIETs. All

7. Need and Justification

(If an on-going/carried over programme, please also state briefly the progress acheived and the work likely to be completed by the end of the current financial year)

The consolidated information in the area is centrally not available at present. The data base of Innovative practices in school and teacher education is one of the emerging concern as a proposed thrust of programme areas/activities of NCERT. It is also reflected in the proceeding of the two days conference held in NCERT (29-30 Aug., 2001).

- 8. a) Specific Objective :**
1. To have documentation of papers relating to NCERT awarded school teachers and teacher educators.
 2. To have biodata of award winning school teachers and teacher educators in NCERT records.

b) Methodology :

(It a research programme, please also indicate sample, research questions/ hypotheses and tools)

c) Proposed Supporting Staff/ (JPF), if any

<i>Designation</i>	<i>Total No. of months</i>
JPF(s)	12 months

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	DESDP	Collaboration in the synthesis of material for computerisation purpose.
b) Outside Agency		Nil

10. **Phasing of the Programme with precise information on activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
1	Collection of data	April. 2002	March 2003	52,800
2	- Photocopying of material from various sources	April, 2002	Sept ,2002	10,000
3.	Documentation on Computer (CD ROM and Flopies)	Sept 2002	Feb. 2003	30,000
	Total			92,800

Total proposed budget for 2002-2003 including one JPF salary for 12 months = Rs. 92,800/-

11. **Details of each Budget Activity under Item No.10 (in the following format)**

Expected Outcome

Report, Cassette, CD Rom.

12. **a) Plans for utilisation and dissemination of end product(s)**

To motivate teachers .

To disseminate material for wider use in the field.

- b) Plans for Evaluation of the outcome**

Effective teaching - learning process

- c) Plans for follow up/Feedback on utilisation of the outcome**

— Effective teaching- learning process

13. **Personnel involved**

- a) Name and designation of the Programme Coordinator**

Dr. M.S. Sirohi, Lecturer Selection Grade.

- b) Name(s) and designation of other faculty member(s) involved**

Dr. (Mrs.) S. Nagpal, Professor


Signature
(Programme Coordinator)


Signature
(Head of the Deptt./Institute)

5.8

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent/ Department	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Field Testing and Review of SOPT Training Material for Primary School Teachers
3. a) Type of the Programme (Please tick)	:	Development
b) Category of the Programme (Please tick)	:	New
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	
4. Total Duration of the Programme as phased in col. 10(Months)	:	12 months
a) Date on which programme commenced/to be commenced	:	1st April, 2002
b) Target date of completion	:	31st March, 2003
5. a) Stage of Education to which the programme is meant (Please tick)	:	Primary
(b) If programme is meant for a group with special needs (Please tick)	:	No
(c) If programme is State/ Region/Agency specific, please specify the State/ Region/Agency	:	National
6. Beneficiaries (Please tick)	:	- Teachers

7. Need and Justification

(If on-going/ carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

SOPT is a centrally sponsored scheme, started in 1993. The scheme was started after gaining the experience and feedback of PMOST. An SOPT package for training the primary school teachers was developed in 1995. this package was adopted/ adapted by many states for the training programme organised under SOPT.

Based on the feedback received from the states and in view of the latest developments in the primary education such as *National Curriculum for School Education* a new Self Instructional Package is expected to be ready by the end of March 2002. Before this package is being launched nationwide, it is proposed to try-out this package on experimental basis in one of the State. After obtaining the feedback from the field the existing package will be reviewed.

8. a) Specific Objectives :

- To obtain the feedback from the primary school teachers, head of primary schools. RPs and KRPs from the field on self instructional package.
- To review the package in the light of feedbacks.

b) Methodology /Activity

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

- Preparation of tools for feedback
- Obtaining the feedback
- Expert group meeting for review of package
- Reshaping/Rewriting the modules of the package.

c) Proposed Supporting Staff/ (JPF/CA), if any

Designation

Total No. of months

JPF(s)

One JPF for 12 months year (For data collection tabulation and analysis

CA(s)

9. **Collaborating Agencies (If any)** **Name of Agency** **Nature of Collaboration**
- a) NCERT Constituents RIEs Preparation of tool and obtaining the feedback
- b) Outside Agency One SNA will be selected which is implementing SOPT. — do —

10. **Phasing of the Programme with precise information on activities (including in-house activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure (if any)
		From	To	
1.	Preparation of tools for collecting feedback from - teachers - RPs & KRPs	April	May, 2002	Rs 1,22,000
2.	Obtainining the feedback	May/June	July, 2002	Rs. 40,000
3.	Expert group meeting to review the package	Oct	Nov.,2002	Rs 1,08,400
4.	Re-writing/ Reviewing of materials	Dec.,2002	March,2003	Rs. 20,000
5.	Preparation of Report and its binding			Rs. 20,000
	Total			Rs. 3,10,400

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : 1
Title : Preparation of tool
Proposed Dates : From April To May, 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Salary of one JPF for 12 months @ Rs. 4400/- P.M.	52,800	
2.	Hon. to 10 experts from RIE, SCERT etc.	4,000	
3.	TA to 4 experts by air 9500x4	38,000	
	TA to 4 experts by train 3200x4	12,800	
	DA 260x10x2	5,200	
4.	Contingency including lunch etc.	9,200	
	Total	1,22,000	

11.1 Activity No. : 2 to 5
Title :
Proposed Dates : From June 2002 To March, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	TA/DA to J.P.F. & P.I for obtaining feedback	40,000	
2.	TA/DA/Hon. to 20 experts from RIE, SCERT		
	TA/6 By Air	60,000	
	TA/8 By Train	28,000	
	DA/14 - 260x14x 2	7,280	
	Local Conveyance	3,120	1,08,400
	Contingency including working lunch	10,000	
3.	Hon. to authors	20,000	
4.	Preparation of report and and its binding	20,000	
	Total	1.88.400	

Grand total of 11.1 and 11.2 = Rs. 3,10,400/=

12. Expected end-product : Package

13. a) Plans for utilisation and dissemination of end product(s)

The package will be utilised by SNAs organising the SOPT programmes for primary school teachers.

b) Plans for Evaluation of the outcome

Continuous feedback will be taken from SNAs

c) Plans for follow up/Feedback on utilisation of the outcome

SNAs will be requested to supply the feedback on utilisation of the package.

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. D.D. Yadav, Reader

b) Name(s) and designation of other faculty member(s) involved



Signature
(Programme Coordinator)

Sd/-
Signature
Head of the Deptt./Institute

5.9

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent/ Department	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Teacher's Handbook on Transactional Strategies as Reflected in NCFSE, 2000
3. a) Type of the Programme (Please tick)	:	Development
b) Category of the Programme (Please tick)	:	New
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	
4. Total Duration of the Programme as phased in col. 10 (Months)	:	12 months
a) Date on which programme commenced/to be commenced	:	April, 2002
(b) Target date of completion	:	March, 2003
5. (a) Stage of Education to which (Please tick)	:	Secondary
(b) If programme is meant for a group with special needs (Please tick)	:	No
(c) If programme is State/ Region/ Agency specific, please specify the State/ Region/ Agency	:	National
6. Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Teachers - Teacher Educators - Educational Administrators/Planners - Researchers - Principals

7. Need and Justification

(If on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

The National Curriculum Framework for School Education, 2000 emphasizes Learner Centred approaches for curriculum transaction. These transactional strategies should develop independent thinking, reasoning and problem solving skills among learners. Students must be encouraged to observe, collect materials and information, do experimentation, project and field work. The NCFSE, 2000 suggests problem solving, discovery learning, creative writing, self study and constructivist approach to achieve the objectives of the curriculum. In-service teachers may be practising some of these strategies but some of these approaches are recent. In-service teachers need some support material in order to be able to use these transactional strategies in their classrooms. It is, therefore, proposed to develop a teacher's handbook illustrating use of different transactional strategies in the classroom.

8. a) Specific Objectives :

- To identify the transactional strategies to be included in the handbook.
- To develop the illustrative write up on each transactional strategy.
- To develop teacher's handbook including illustrations of each transactional strategy.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

The transactional strategies for inclusion in the handbook will be identified in an expert group meeting. The illustrative material will be developed by experts including NCERT faculty . The material will be reviewed and presented in the form of a handbook.

c) Proposed Supporting Staff/ (JPF/CA), if any

Designation	Total No. of months
JPF(s)	_____
CA(s)	_____

9. **Collaborating Agencies** **Name of Agency** **Nature of Collaboration**
 (If any)
- a) NCERT Constituents RIEs, DESM Development & Review of material.

b) Outside Agency

10. **Phasing of the Programme with precise information on activities (including in-house activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure (if any)
		From	To	
1	Expert group meeting to identify the transactional strategies and to develop the format of handbook	16	18 Aug ,2002	Rs. 1,00,000
2.	Writing of illustrative material	Aug.	Oct.,2002	Rs. 15,000
3.	Review of material (Inhouse)	Nov.	Dec.,2002	Rs. —
4	Review of material by experts	24	26 Dec.,2002	Rs 85,000
5	Development of handbook (Inhouse)	Jan.	Feb., 2003	—
6.	Drawing, Typing & Making copies		March,2003	Rs 20,000
	Total			Rs. 2,20,000

11. **Details of each Budget Activity under Item No.10 (in the following format)**

11.1 **Activity No.** : 1
Title : Expert group meeting
Proposed Dates : From 16 To 18 Aug., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA/DA of 7 experts (5 non-local; 2 local) for 3 days	95,000	
2.	Contingency	2,000	
3.	Working lunch, tea etc.	3,000	
	Total	1,00,000	

11.2. Activity No. : 2
Title : Writing of Illustrative material
Proposed Dates : From Aug. To Oct., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Honorarium to 10 writers	15,000	
	Total	15,000	

11.3. Activity No. : 4
Title : Review of material developed for handbook
Proposed Dates : From 24-26 Dec., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	TA & DA of 6 experts for 3 days (4 non-local & 2 local)	80,000	
2.	Lunch & tea	3,000	
3.	contingency	2,000	
	Total	85,000	

11.4. Activity No. : 6
Title : Typing and making copies
Proposed Dates : From March, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Drawing, Typing & making copies	20,000	
	Total	20,000	

Grand Total of 11.1, 11.2, 11.3 & 11.4 = Rs. 2,20,000

12. Expected end-product : Handbook

13. a) Plans for utilisation and dissemination of end product(s)

Disseminated to teachers

b) Plans for Evaluation of the outcome

On the basis of feedback from teachers

c) Plans for follow up/Feedback on utilisation of the outcome

Suggestions from teachers will be incorporated in the handbook

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. (Miss) Santosh Sharma, Reader

b) Name(s) and designation of other faculty member(s) involved



Signature
(Programme Coordinator)

sd-

Signature
Head of the Deptt./Institute

5.10
Programme Proposal For the Year 2002-2003

1.	Name of the NCERT Constituent/Department	DEPFE
2.	Title of the Programme	Development of Prototype Training Design and Materials for Training of Teacher Educators and Teachers in Value Education.
3	(a) Type of the Programme (Please tick) <ul style="list-style-type: none"> - Research - Development - Training - Extension - Any other (Please specify) 	Development
	(b) Category of the programme (Please tick) <ul style="list-style-type: none"> - New - On-going - Carried over 	New
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	N.A.
4.	Total Duration of the Programme as phased in col.10 (Months)	12 months
	(a) Date on which programme commenced/to be commenced	April, 2002
	(b) Target date of completion	March. 2003

5.	(a)Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	Primary, Upper Primary and Secondary
	(b)If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	Not specifically but it may cover different groups.
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	All regions
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	Teacher educators and teachers

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

In the light of value erosion among the younger generation, the need to train teacher educators and teachers has become even more important. They can play a key role in inculcating values among students and therefore the need to train them in the strategies and techniques of value inculcation becomes imperative. If all the above persons are well trained in the teaching-learning strategies and activities, it can go a long way in inculcating desirable values among students and in steering the value education movement.

8 (a) Specific Objectives:

(a) To develop prototype training material for teacher educators and teachers in methodology of inculcating values among students.

(b) To provide guidelines to regional nodal centers for preparing, implementing training designs, training material/package for use in the regional/state district level.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

This project is part of the 'National Programme for Strengthening Values Education' proposed by the DEPF and approved by the MHRD. The National Seminar-cum-Workshop proposed to be organized during May, 2002 will provide some guidelines for designing training package/material. Review of the existing teacher training practices on value education will be done.

A consultative meeting will be organized to identify topics in value education for the prototype materials to be used in regional in-service training of teacher educators and teachers. The outlines for the same may be developed in the meeting. The detailed content outlines would be developed by the authors in a workshop. The authors will develop material based on the detailed content outlines. A meeting of experts in teacher training and value education will be organized to review the prototype material on the basis of which need based regional training material will be developed.

A meeting will also be organized to prepare guidelines for the regional centers and discuss the methodology of preparing need based regional training material based on prototype material and organizing short term in-service training courses in regional centers in value education all over the country. The needs of the teacher training in value education would be assessed through a questionnaire mailed to the teacher educators of all regions by the RIEs and regional resource centers. Teachers as well as parents will also be involved in the preparation of regional need based material.

Prototype material will include innovative practices from last 10 years of Awarded Innovative Teachers and Teacher Educators.

(c) Proposed Supporting Staff/(JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
JPF	10 months

9.

Collaborating Agencies (if any)	Name of Agency	Nature of Collaboration
(a) NCERT Constituents	CIET, RIEs and PSSCIVE	Academic
(b) Outside Agency	NCTE	Academic

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1	Review of the existing teacher training practices on value education	April-June,2002	-
2.	A 3-day consultative meeting to identify topics in value education, and preparing outlines for training material.	July,2002	Rs.91,000/-
3.	Preparation for the workshop.	August,2002	Rs.44,000/-
4.	A 5-day workshop of authors to develop the detailed content outlines of material in value education.	September,2002	Rs.1,18,900/-
5.	Developing the teacher training material on the value education.	October-December,2002	
6.	A 3 day meeting to review the material.	January,2003	42,800/-
7.	A 3 day meeting to prepare guidelines for preparing training material and for organizing training courses.	Feburary,2003	97,000/-
8.	Finalizing the prototype material and guidelines.	March,2003	22,500/-
		(Rupees four lakhs sixteen thousand two hundred only)	----- 4.16,200/-

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. : 2

Title : A 3 day consultative meeting to identify topics and preparing outlines for training material in value education.

Proposed Dates : July,2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA for 15 Resource persons (4000x15)	60,000/-	
2.	DA for 15 Resource persons for 4 days (260x15x4)	15,600/-	
3.	Conveyance for 5 local Resource Persons (260x5x3)	3,900/-	
4.	Honorarium for 10 RPs (200x10x3)	6,000/-	
5.	Lunch for 25 persons (25x60x3)	4,500/-	
6.	Contingency Tea/Coffee, Stationery etc.	1,000/-	
	(Rupees Ninety one thousand only)	91,000/-	

11.2 Activity No. : 10.3

Title : Preparation for the Workshop.

Dates : August,2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1.	Salary of one JPF for 10 months each (4400x10)	44,000/-	

11.3 Activity No. . 4

Title : A 5-day workshop of authors to
develop the detailed content outlines
of material in value education.

Proposed Dates . September,2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA for 15 RPs (4000x15)	60,000/-	
2.	DA for 15 Resource persons for 6 days (260x15x6)	23,400/-	
3.	Conveyance for 5 local RPs (260x5x5)	6,500/-	
4.	Honorarium for 20 RPs (200x20x5)	20,000/-	
5.	Lunch for 25 persons (25x60x5)	7,500/-	
6.	Contingency Tea/Coffee/Stationery (Rupees One lakh eighteen thousand nine hundred only)	1,500/- 1,18,900/-	

11.4 Activity No. : 6
 Title . A 3 day meeting to review the material

Proposed Dates . January,2003

S.No	Item of Expenditure	Estimated Expenditure	Remarks if any
1	TA for 5 RPS (5x4000)	20,000/-	
2.	DA for 5 RPS for 4 days (260x5x4)	5,200/-	
3.	Conveyance for 5 local RPs (260x5x3)	3,900/-	
4.	Honorarium for 10 RPs (200x10x3)	6,000/-	
5.	Lunch for 15 persons (15x60x3)	2,700/-	
6	Contingency for Tea/Coffee/Stationery and making multiple copies of the material	5,000/-	
	(Rupees forty two thousand eight hundred only)	42,800/-	

11.5 Activity No. . 7

Title : A 3-day meeting to prepare guidelines for preparing training material and for organising training courses.

Proposed Dates . February,2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA for 15 RPS (4000x15)	60,000/-	
2.	DA for 15 RPS for 4 days (260x15x4)	15,600/-	
3.	Conveyance for 5 local RPS (260x5x3)	3,900/-	
4.	Honorarium for 20 RPs (200x3x20)	12,000/-	
5.	Lunch for 25 persons (25x60x3)	4,500/-	
6.	Contingency Tea/coffee/stationery Rupees ninety seven thousand only	1,000/- 97,000/-	

11.6 Activity No. : 10.8

Title : Finalizing the prototype material and guidelines

Dates : March,2003

S.No.	Item of Expenditure	Estimated expenditure	Remarks, if any
1.	Honorarium to 15 authors @ Rs.1500/- per module (1500x15)	22,500/-	

Total of all activities from 11.1 to 11.6 = 4,16,200/- (Rs. Four lakhs sixteen thousand and two hundred only)

12. Expected end-product
Report
Book
Package
Kit
- Cassette
- Any other (Please specify)
- Prototype training material and guidelines for training strategies/modalities, for developing need based regional material in Values Education

13. (a) Plans for utilization and dissemination of the end product(s)

Prototype training material and guidelines will be utilized in developing need based material and for organizing training courses at regional levels

(b) Plans for Evaluation of the outcome

After 2-3 years of organising training courses, tools for evaluation will be prepared to evaluate the awareness about values in teachers/school children.


(c) Plans for follow up/Feedback on utilization of the outcome

The programme is expected to generate awareness among teacher educators and teachers about the training strategies and modalities of value education. They will also be encouraged to incorporate value education in their schools and in teacher education curriculum for country wide strengthening of values among students and parents.

14. Personnel involved

- 14.1 Name and designation of the Programme Coordinator
Dr.Saroj Pandey, Reader, Department of Teacher Education and Extension
- 14.2 Name and designation of the Associated Faculty
Dr.K.Bhutani, Reader, DEPF


Signature
(Programme Coordinator)


Signature
(Head of the Dept./Institute)

5.11
Programme Proposal For the Year 2002-2003

1.	Name of the NCERT Constituent	:	Department of Teacher Education & Extension
2.	Title of the Programme	:	In-service Training Programme for Faculty of DIETs
3.	a) Type of the Programme (Please tick)	:	Training
	b) Category of the Programme (Please tick)	:	New
	c) If the programme is carried over, mention the PAC Code	:	N A.
4.	Total Duration of the Programme as phased in col. 10(Months)	:	12 Months
	a) Date on which programme commence/to be commence	:	1.4. 2002
	(b) Target date of completion	:	31.3. 2003
	c) If the programme is carried over, mention the PAC Code No.and year of approval	:	
5.	(a) Stage of Education to which the programme is meant (Please tick)	:	Primary
	(b) If programme is meant for a group with special needs (Please tick)	:	No
	(c) If programme is State/ Region/Agency specific, please specifythe State/ Region/Agency	:	N.A.
6.	Beneficiaries (Please tick)	:	Students/Teachers/Teacher Educators/Principals/Educational Planners and Administrators, Principals of DIETs Any other (Please specify).

7. Need and Justification

(If on-going/ carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

Most of the faculty members have been drawn from secondary education and they do not have background of elementary. They should be made aware about the role and function of DIET which is fully responsible for improving the quality of elementary education.

- 8. a) Specific Objective :**
- i. To help the faculty to understand the functions of various branches of DIETs.
 - ii. To build capacities among the faculty of DIETs for the organisation of training, development of material and conducting action researches in the field of elementary education.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypothesis and tools)

The training will be organised by involving the experts from NCERT, NIEPA, SCERT & University Departments. The interaction mode will followed in the training programme.

c) Proposed Supporting Staff/ (JPF/CA), if any

<i>Designation</i>	<i>Total No. of months</i>
JPF(s)	—
CA(s)	—

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	NCERT	Academic Involvement as Resource Persons
b) Outside Agency	SCERT, NIEPA, University Deptt.	— do —

10. **Phasing of the Programme with precise information on activities (including in-house activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
1.	Organization of in-service training for the faculty of DIETs	Feb , 2003	Feb., 2003	Rs 2,36,000/-
	Total			Rs. 2,36,000

11. **Details of each Budget Activity under Item No.10 (in the following format)**

- 11.1 **Activity No.** : 1
Title : Organization of in-service training programme for the faculty of DIETs
Proposed Dates : From Feb. 2003 To Feb.2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA/DA to 70 faculty of DIETs RPs	2,10,000	
2.	Hon. for RPs	4,000	
3.	Cost of Material	2,000	
4	Miscellaneous (Tea/Coffee etc)	20,000	
	Total	2,36,000	

12. **Expected end-product** : Report

13. **a) Plans for utilisation and dissemination of end product(s)**

The report of the programme will be sent to the DIETs for their utilisation.

b) Plans for Evaluation of the outcome

The reactions of participants will be taken about the programme.

c) Plans for follow up/Feedback on utilisation of the outcome

The feedback will be taken for improvement of programme.

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. S.K. Yadav, Reader

b) Name(s) and designation of other faculty member(s) involved

Sd-

Signature

(Head of the Deptt./Institute)

Sd-

Signature

(Programme Coordinator)

5.12
Programme Proposal For the Year 2002-2003

1.	Name of the NCERT Constituent	:	Department of Teacher Education & Extension
2.	Title of the Programme	:	Capacity Building Programme for Principals of DIETs of North Eastern State
3.	a) Type of the Programme (Please tick)	:	Training
	b) Category of the Programme (Please tick)	:	New
	c) If the programme is carried over, mention the PAC Code	:	N.A.
4.	Total Duration of the Programme as phased in col. 10 (Months)	:	12 Months
	a) Date on which programme commence/to be commence	:	1.4. 2002
	(b) Target date of completion	:	31.3 2003
	c) If the programme is carried over, mention the PAC Code No.and year of approval	:	N.A.
5.	(a) Stage of Education to which the programme is meant (Please tick)	:	Primary Upper Primary
	(b) If programme is meant for a group with special needs (Please tick)	:	N.A.
	(c) If programme is State/ Region/Agency specific, please specify the State/ Region/Agency	:	N.A.
6.	Beneficiaries (Please tick)	:	Students/Teachers/Teacher Educators/Principals/Educational Planners and Administrators, Principals of DIETs

7. Need and Justification

(If on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

The Principal of DIETs are selected mostly from the secondary stage, therefore, they do not have sufficient background in Elementary Education. They will also be oriented towards the National Curriculum - 2000.

- 8. a) Specific Objective :**
- i. To help the Principals to understand the functions of DIET and its branches.
 - ii. To develop the capacity among the Principals of DIETs to organise training, develop material and conduct action researches in the field of elementary education.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

The programme will be organised on the basis of their needs and the modality will be more of interaction than lecturing only.

c) Proposed Supporting Staff/ (JPF/CA), if any

Designation	Total No. of months
JPF(s)	—
CA(s)	—

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	Different Deptt. of NCERT	Academic Involvement
b) Outside Agency	SCERT, NIEPA, University Deptt.	Academic Involvement

10. Phasing of the Programme with precise information on activities (including in-house activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
1.	Review Meeting	Oct , 2002	Oct , 2002	15,000
2.	Organization of Capacity Building Programme for the Principals of DIETs	Dec 2002	Dec , 2002	Rs. 2,36,000
	Total			Rs. 2,51,000

11. Details of each Budget Activity under Item No.10 (in the following format)

- 11.1. Activity No.** : 1
Title : Review Meeting
Proposed Dates : From Oct, to Oct., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA/DA to 10 participants	7,800	
2.	Honarium	6,000	
3.	Miscellaneous (Tea/Coffee etc.)	1,200	
	Total	15,000	

- 11.2 Activity No.** : 2
Title : Organization of Capacity Building Programme for the Principals of DIETs
Proposed Dates : From Dec. To Dec. 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	TA/DA to 70 participants & RPs	2,10,000	
2	Hon. to RPs	4,000	
3.	Cost of Materials	2,000	
4.	Miscellaneous (Tea/Coffee, Lunch, Bus fair, report writing etc.)	20,000	
	Total	2,36,000	

12. Expected end-product : Report

13. a) Plans for utilisation and dissemination of end product(s)

The report will be prepared and disseminated to other DIETs for their use.

b) Plans for Evaluation of the outcome

The participants reactions will be used for evaluation of the programme.

c) Plans for follow up/Feedback on utilisation of the outcome

The participants reactions will be used for evaluation of the programme.

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. S.K. Yadav, Reader

b) Name(s) and designation of other faculty member(s) involved

Sd/-
Signature

(Head of the Deptt./Institute)

Sd/-
Signature
(Programme Coordinator)

5.13
Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Capacity Building of PSTE Faculty of DIETs on School Experience Programme
3. a) Type of the Programme (Please tick)	:	Development Training
b) Category of the Programme (Please tick)	:	- New
c) If the programme is on going carriedover, mention the PAC Code No. and year of approval	:	
4. Total Duration of the Programme as phased in col. 10 (Months)	:	12 months
a) Date on which programme commence/to be commence	:	April, 2002
(b) Target date of completion	:	March, 2003
5. (a) Stage of Education to which the programme is meant (Please tick)	:	- Pre-Primary - Primary - Upper Primary
(b) If programme is meant for a group with special needs (Please tick)	:	All
(c) If programme is State/Region/Agency specific, specify the State/Region/Agency	:	Eastern/Southern
6. Beneficiaries (Please tick)	:	- Students - Teachers - Teacher Educators - Educational Administrators/Planners, NCERT faculty and Authorities All

7. Need and Justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

Pre Service Teacher Education (PSTE) is an important branch of DIETs. PSTE prepares future teachers for elementary schools. The school experience programme; is very important for the professional development of teachers. For this professional practice schools called as co-operative school/ partner school/ teaching schools are selected. These schools serve as setting for clinical internship for pre-service teachers. Hence, it is the most powerful intervention in the professional preparation of teachers. Teacher educators of DIETs in PSTE need to be oriented to strengthen SEP of the elementary teachers education. For this DTEE has developed a package which was tried out and modified in 2000. During 2001-2002, the package was revised and teacher educators of western region are being oriented for 10 days training programme to be held in Feb.-March, 2002.

8. a) Specific Objectives

To orient teacher educators of DIETs (co-ordinator PSTE) to strengthen school experience programme (practice teaching component) of elementary teacher education.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

- Updating and review of material on the basis of training programme of Western region;
- Organisation of training

c) Proposed Supporting Staff/ (JPF/CA), if any

Designation	Total No. of months
JPF(s)	
CA(s)	—

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	RIEs	
b) Outside Agency if		

10. **Phasing of the Programme with precis information on activities (including in-house activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
1	Updating and review of the training material	April	Sept. 2002	30,000
2.	Capacity building of 30 teacher educators of East and North East in school experience programme.	Oct. 2002	Dec 2002	98,000
3.	Preparation of report	Jan.,2003	March,2003	20,000
	Total Estimated Expenditure			1,48,000

11. **Details of each Budget Activity under Item No.10 (in the following format)**

11.1 Activity No. : 1
 Title : Review of Material
 Proposed Dates : 15th Sept. 18th Sept., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Three Resource Persons for 3 days.	30,000	
	Total	30,000	

11.2 Activity No. : 1 & 2
 Title : Capacity building of 30 teacher educators of East and North East in school experience programme.
 Proposed Dates : From To

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Training programme 30 teacher educators of East and North East regions	98,000	
2.	Typing, Photo copying & binding of the report	20,000	
	Total	1,18,000	

Total of 11.1 and 11.2 is = Rs. 1,48,000/-

12. Expected end-product

Modified updated resource training package

13. a) Plans for utilisation and dissemination of end product(s)

- Effective teaching learning process in teacher education institutes
- Quality teachers for school

b) Plans for Evaluation of the outcome

- Enhanced learning outcome of school children
- To study the efficacy of learning outcome of schools

c) Plans for follow up/Feedback on utilisation of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Prof. Shakuntla Nagpal

b) Name(s) and designation of other faculty member(s) involved

Dr. Raj Rani

Dr. P. Panda

Sd-
Signature
(Programme Coordinator)

Sd-
Signature
Head of the Deptt./Institute

5.14

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Orientation Course for NCERT Faculty
3. a) Type of the Programme (Please tick)	:	Training
b) Category of the Programme (Please tick)	:	New
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	N.A.
4. Total Duration of the Programme as phased in col. 10 (Months)	:	12 months
a) Date on which programme commence/to be commence	:	1st April, 2002
(b) Target date of completion	:	31st March, 2003
5. (a) Stage of Education to which the programme is meant (Please tick)	:	Overall School Education, Inservice education of NCERT Lecturers
(b) If programme is meant for a group with special needs (Please tick)	:	N.A.
(c) If programme is State/Region/Agency specific, specify the State/Region/Agency	:	N.A.
6. Beneficiaries (Please tick)	:	NCERT faculty

7. Need and Justification

(If on-going/ carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

The NCERT follows UGC norms for recruitment and promotion of its academic faculty including its *Career Advancement Scheme*. One of the mandatory requirement for Career Advancement is participation in 3-4 weeks orientation/ refresher courses. The orientation/ refresher courses organised by universities may be of little relevance for NCERT faculty keeping in view the nature of tasks in NCERT. Realizing this, the NCERT organised a four week orientation course for its lecturers and senior lecturers during 2000-2001. The remaining eligible NCERT faculty as well as the newly recruited lecturers do need to be oriented. Therefore, another orientation course needs to be organised for the NCERT faculty.

8. a) Specific Objectives

1. To orient the NCERT lecturers to the structure, roles and functions of NCERT and those of its constituents in the context of school education.
2. To orient the participants to the roles and functions of other national level organisations working for school education.
3. To enable the participants to reflect on major concerns, priorities and thrust areas related to various components of school education and teacher education.
4. To strengthen competencies of the participants to undertake research, development, training and extension activities related to school education and teacher education.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

The orientation course will be a blend of theory as well as practical work. Methodology will mainly comprise lecture-cum-discussion, seminar, groupwork, panel discussion, field visits and assignments. The course will be continuously evaluated.

c) Proposed Supporting Staff/ (JPF/CA), if any

Designation	Total No. of months
JPF(s)	—
CA(s)	—

- 9. Collaborating Agencies (If any)**
- | | | |
|-----------------------|--|----------|
| a) NCERT Constituents | Various departments of NIE, RIEs, CIET and other constituents of NCERT | Academic |
| b) Outside Agency | N.A. | |
- 10. Phasing of the Programme with precis information on activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure (if any)
		From	To	
1.	Finalisation of Course content (in house meeting)	April 2002	—	
2.	Organisation of the orientation course (for 30 lecturers)	May, 2002 (4 weeks)	June, 2002	Rs. 1,80,600
3.	Preparation of report (cover page printing, binding)	June 2002	Oct., 2002	Rs. 3,400
	Total			Rs. 1,84,00

Total Proposed budget for 2002-2003 = Rs. 1,84,000/=

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : 2 & 3

Title : Organisation of Orientation Course

Proposed Dates : From May 2002 To June 2002 (Dates will be provided later on)

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	TA to resource persons (outside Delhi)	60,000	
2.	DA for R Ps (Outside Delhi)	20,000	
3	Honorarium to RPs 200x40	8,000	
4.	Conveyance to local RPs 30x500	15,000	
5.	Contingent expenditure		
i)	Tea 40x10x20	8,000	
ii)	Lunch 35x60x20	42,000	
iii)	Stationary items (Transparencies, Transparency pen)	1000	
iv)	Daily wage W/Men	1,600	
v)	Banner, certificates	5,000	
vi)	Field visit	10,000	
vii)	Miscellaneous	10,000	
6.	Preparation of report	3,400	
	Total	1,84,000	

12. Expected end-product

Report

13. a) Plans for utilisation and dissemination of end product(s)

Report will be sent to all the participants and the constituents of NCERT.

b) Plans for Evaluation of the outcome

Feedback will be taken from the participants of the course as well from all constituents of NCERT for further improvement.

c) Plans for follow up/Feedback on utilisation of the outcome

Continuous follow up during the course.

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. (Mrs.) Mamta Agrawal, Professor

b) Name(s) and designation of other faculty member(s) involved

Dr. Raj Rani, Reader

Dr. Pranati Panda, Reader

Sd-

Signature

Head of the Deptt./Institute

Sd-

Signature

(Programme Coordinator)

5.15
Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Orientation of IASE Faculty in In-service Training of Secondary Teachers
3. a) Type of the Programme (Please tick)	:	Training
b) Category of the Programme (Please tick)	:	New
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	N.A.
4. Total Duration of the Programme as phased in col. 10 (Months)	:	12 months
a) Date on which programme commence/to be commence	:	1st April, 2002
(b) Target date of completion	:	31st March, 2003
5. (a) Stage of Education to which the programme is meant (Please tick)	:	Secondary, Overall School Education
(b) If programme is meant for a group with special needs (Please tick)	:	N.A.
(c) If programme is State/Region/Agency specific, the State/Region/Agency	:	N.A.
6. Beneficiaries (Please tick)	:	-Teachers - Teacher Educators - Educational Administrators/ Planners

7. Need and Justification

(If on-going/ carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

Institutes of Advanced Study in Education (IASEs) are established under centrally sponsored scheme of teacher education of MHRD. IASEs are expected to organise inservice education programmes for different target groups of school education. In order to enhance the capacity of IASE faculty in the area of in-service education, the present programme is visualised.

8. a) Specific Objectives

1. To sensitise the faculty of IASEs in the methodology of inservice education programme
2. To equip them with the methodology of inservice education programme.
3. To make them reflect on issues and emerging trends in the inservice education programme.
4. To help them critically evaluate inservice education programme.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

Lecture-cum-discussion and practical work.

c) Proposed Supporting Staff/ (JPF/CA), if any

<i>Designation</i>	<i>Total No. of months</i>
JPF(s)	N.A.
CA(s)	N.A.

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	RIEs	Academic
b) Outside Agency	All IASEs	Academic

10. **Phasing of the Programme with precis information on activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
1.	Identification of participants	April 2002	May 2002	—
2.	Development of training design and training material	June, 2002	Oct , 2002	—
3	Organisation of orientation programme	Dec., 2002		Rs. 1,92,000
4.	Preparation of report	March, 2003		Rs 8,000
	Total			Rs. 2,00,000

Total (Proposed for 2002-2003) Rs. 2,00,000

11. **Details of each Budget Activity under Item No.10 (in the following format)**

11.1 Activity No. : 3 & 4

Title : Organisation of Orientation Programme and Preparation of report

Proposed Dates : Dec., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA 3500x40	1,40,000	
2.	DA 260x40x4	41,600	
3.	Hon. to RPs 200x4x3	2,400	
4.	Contingency	8,000	
5.	Preparation of report	8,000	
	Total	2,00,000	

12. Expected end-product : Report

13. a) Plans for utilisation and dissemination of end product(s)

Report of the orientation programme will be sent to all IASEs.

b) Plans for Evaluation of the outcome

The faculty of IASEs shall be asked to provide their opinion.

c) Plans for follow up/Feedback on utilisation of the outcome

The faculty of IASE will utilise the training in the organisation of in-service education programme.

14. Personnel involved

14.1 Name and designation of the Programme Coordinator

Dr. K.M. Gupta, Reader

14.2. Name(s) and designation of other faculty member(s) involved

Dr. (Mrs.) Mamta Agrawal, Professor

Dr. D.D. Yadav, Reader

sd-

Signature

Head of the Deptt./Institute

sd-

Signature

(Programme Coordinator)

5.16
Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Capacity Building Programme for CTEs Faculty in the Area of In-service Education
3. a) Type of the Programme (Please tick)	:	Training
b) Category of the Programme (Please tick)	:	New
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	N.A.
4. Total Duration of the Programme as phased in col. 10 (Months)	:	12 months
a) Date on which programme commence/to be commence	:	1st April, 2002
(b) Target date of completion	:	31st March, 2003
5. (a) Stage of Education to which the programme is meant (Please tick)	:	Secondary
(b) If programme is meant for a group with special needs (Please tick)	:	N.A.
(c) If programme is State/Region/Agency specific, please specify the State/Region/Agency	:	N.A.
6. Beneficiaries (Please tick)	:	-Teachers - Teacher Educators - Educational Adminstrators/ Planners, NCERT faculty and Authorities

7. Need and Justification

(If on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

NPE, (1986,1992) visualised an overhauling of the entire teacher education system. It also looked at the pre-service and in-service education of teachers as a continuum with an objective to improve and strengthen the base of teacher education system in the country, the POA (1986,1992) suggested for implementing a centrally sponsored scheme of strengthening and reorganisation of teacher education. Under this scheme DIET, CTEs, IASEs have been established in the country. NCERT being the apex institution in the area of education is engaged in the process of *Capacity Building* of these newly created institutions.

Now a College of Teacher Education (CTE) is not merely providing pre-service teacher education, but has to organise subject oriented (3-4 weeks duration) and shorter, theme specific (3-10 days duration) in-service teacher education programmes for secondary teachers. The CTE has also to provide extension and resource support services to secondary schools, conduct experimentation and innovation in school education.

The profile of the faculties posted in CTEs varies between the Govt. and the Private Institutions. As is commonly known, there is no cadre of teacher educators in the Govt. Institutions. The faculty interchange take place between the school system and teacher training institutions. Looking at this problem and their limited experience and exposure to conducting inservice education programmes, research methods. Such type of training programme will enhance their professional competency and will address to their need and problems.

8. a) Specific Objectives

1. To sensitise the teacher educators about their new roles in CTEs.
2. To equip the faculty of CTEs in the various steps of organising in-service programmes.
3. To enable the teacher educators to reflect on their new roles and concerns as emphasized in National Curriculum Framework - 2000.

b) Methodology/Activity

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

Following three activities are being visualised :

1. Need assessment of CTE faculty
2. Development of Training Material
3. Organisation of the training programme having
 - Lecture-cum-discussion
 - Sharing the specific action research and other research project.

c) Proposed Supporting Staff/ (JPF/CA), if any

Designation	Total No. of months
JPF(s)	—
CA(s)	—

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	—	—
b) Outside Agency	Outside agency will be identified having good in-service education facilities.	

10. Phasing of the Programme with precis information on activities (including in-house activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure (if any)
		From	To	
1.	Need assessment of CTE faculty through questionnaire	April 2002	July 2002	—
2.	Development of material	Aug., 2002	Sept., 2002	—
3.	Production of reading material	Oct., 2002	Nov. 2002	Rs. 15,000
4.	Conduct of training programme	Dec., 2002		Rs. 2,08,660
5.	Preparation of report	Jan. 2003	March, 2003	Rs. 10,000
	Total			Rs. 2,33,660

Total budget Proposed for 2002-2003= Rs. 2,33,660

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : 3

Title : Production of material.

Proposed Dates : From Oct. 2002 To March 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	(3) Photocopying of reading material & binding	5,000	
2.	(5) Computer typing photocopying and binding of report	10,000	
	Total	15,000	

11.2 Activity No. : 4&5

Title : Conduct of training programme and Preparation report

Proposed Dates : From To
5 days training programme in the month of Dec. 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA/DA to 30 participants and 7/8 RPs and Hon. to RPs	1,98,660	
	TA 30x3500	1,05,000	
	DA 30x260x5	39,000	
	TA/4 10,000x4	40,000	
	TA/4 3500x4	14,400	
	DA = 10x260	260	
2.	Contingencies Expenditure including tea & working lunch	10,000	
3.	Preparation of report, its binding etc.	10,000	
	Total	2,18,660	

12. Expected end-product : Report

13. a) Plans for utilisation and dissemination of end product(s)

An instructional package for teacher educators in research methods will be developed in subsequent years.

b) Plans for Evaluation of the outcome

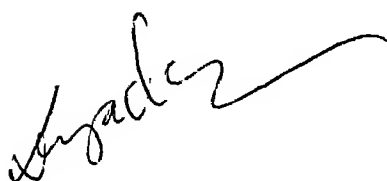
c) Plans for follow up/Feedback on utilisation of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. D.D. Ydadav, Reader

b) Name(s) and designation of other faculty member(s) involved



**Signature
(Programme Coordinator)**

Sd/-
**Signature
Head of the Deptt./Institute**

5.17

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent/ Department	:	Department of Teacher Education & Extension
2. Title of the Programme	:	School-Based In-service Education for Teachers : Organisation, Evaluation and Development of Training Methodology.
3. a) Type of the Programme (Please tick)	:	Research, Developmet and Training
b) Category of the Programme (Please tick)	:	New
c) If the programme is carried over, mention the PAC Code No.and year of approval	:	N.A
4. Total Duration of the Programme as phased in col. 10(Months)	:	24 months
a) Date on which programme commenced/to be commenced	:	April, 2002
(b) Target date of completion	:	March, 2004
5. (a) Stage of Education to which the programme is meant (Please tick)	:	Primary Teachers
(b) If programme is meant for a group with special needs (Please tick)	:	Nil
(c) If programme is State/ Region/Agency specific, please specifythe State/ Region/Agency	:	
6. Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Student - Teachers - Teacher Educators - Educational Administrators/ Planners NCERT faculty and Authorities

7. Need and Justification

(If on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

Research studies have very often emphasised the importance of link between the quality of education and adequacy of opportunities for professional development. The prevalent models of INSET - Institutionalised, Cascade, DPEP decentralised, NGOs model and Distance mode - have developed over the years to improve the quality of INSET programme in our country. Though in-service training of teachers is widely recognised as one of the significant interventions, a number of teachers often express their reservations about the relevance of INSET in their real school and classroom context. It is because of the mismatch between training imparted and relevance to the context. It is evident from this that the training content is not relevant to the context resolving their contextual issues and problems.

Realising the importance of contextual teaching at primary stage it is proposed to organise, evaluate and develop a training methodology of school-based in service education and training of teachers. It is proposed that the School Based In-service Training for Teachers (SBINSET) will have multimode approach spreading over three months i.e., self study, assignment, onsite training, demonstration lessons followed by trailing of different strategies in the classroom.

8. a) Specific Objectives :

1. To study the ethos of the schools and profile of children.
2. To assess the contextual training needs of the teachers.
3. To develop a training guideline and materials based on contextualising teaching and problems.
4. To provide school based training/on site training.
5. To assess the perception of teachers regarding the extent of relevance of school based training.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

1. It is proposed to conduct school based INSET for 50 teachers of MCD schools of Delhi, located in slums or resettlement colonies within the radius of 5 km.
2. Both quantitative and qualitative research technique will be used to study the school ethos and profile of students and identify the training needs of teachers.

3. Developing a training guideline by operationalising the concept of SBINSET and preparation of training materials covering pedagogical and contextual issues.
4. Training materials will be distributed to all teachers before 2 months for their self study.
5. Onsite training for 7 days will be organised in the schools and will be classroom based without disturbing the normal classes. Few sessions may be taken on saturday and sunday so that it will not hamper their routine task.
6. The resource persons will be drawn from Schools, DIETs SCERT and NCERT who have got enough experience on field tested strategies.
7. The quality and relevance of SBINSET will be ascertained by the teachers and its relevance to their class room context.

c) Proposed Supporting Staff/ (JPF/CA), if any

<i>Designation</i>	<i>Total No. of months</i>
JPF(s)	9 months (Collection of data, frequent field visits collection of materials etc.)
CA(s)	—

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	DTEE faculty	As resource persons
b) Outside Agency	SCERT, DIET faculty, MCD Education wing	As resource persons

10. Phasing of the Programme with precise information on activities (including in-house activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
	Activities for 2002-2003			
1.	Consultation meeting to operationalise the concept and strategies of SBINSET, Preparation of tools to study the school ethos and profile of students and assessment of training needs of teachers.	May, 2002		Rs. 30,000
2.	Development of training guideline and materials - Resource group meeting (Five Days)	July, 2002		Rs. 35,300
3.	Visit to schools for data collection	Aug., 2002	Nov, 2003	Rs. 55,200
4.	Preparation of training package	Aug., 2002	March , 2003	Rs. 27,000
	Activities for 2002-2003			
5.	Distribution of package	April, 2003		—
6.	On site training /School based training for seven days	July, 2003	Sept.,2003	Rs. 62,200
7.	Evaluation of school based INSET	Oct., 2003		
8.	Preparation of report	Jan , 2004	March, 2004	Rs. 10,000
	Total Expenditure			Rs. 2,19,700

Total Proposed budget for 2002-2003 including JPF salary for 9 month
= Rs. 1,47,500/=

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : 1
Title : Consultation meeting
Proposed Dates : May, 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA to 5 persons 3,500x5	17,500	
2.	D.A. 260x6x3	4,680	
3.	Honorarium 3x5x200	3,000	
4.	Contingency	4,820	
	Total	30,000	

11.2 Activity No. : 2
Title : A Resource Group Meeting
Proposed Dates : July, 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA to 5 persons 3x500x5	17,500	
2.	D.A. 260x6x5	7,800	
3.	Honorarium 5x5x200	5,000	
4.	Contingency	5,000	
	Total	35,300	

11.3. Activity No. : 3
Title : Visit to school by project team members
Proposed Dates : From May, 2002 To Nov., 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Field visits to schools by project team	20,000	TA & other expenses
2.	Salary of JPF for 8 months @ 4400/=P.M.	35,200	
	Total	55,200	

11.4. Activity No. : 4
Title : Preparation of training package
Proposed Dates : From Aug., 2002 To Feb. 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Hon. to 12 people Rs.1000 12x1000	12,000	
2.	Binding and cover page printing	15,000	
	Total	27,000	

12. Expected end-product : - Research Report
- Training Package

13. a) Plans for utilisation and dissemination of end product(s)

The report, package and training methodology can further utilised by the CRCs, BRCs and DIETs.

b) Plans for Evaluation of the outcome

Report can be further evaluated for publication and improvement.

c) Plans for follow up/Feedback on utilisation of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. Pranati Panda, Reader

b) Name(s) and designation of other faculty member(s) involved

Dr. (Mrs.) Raj Rani, Reader

Dr. K.M. Gupta, Reader

Sd-
Signature

Head of the Deptt./Institute


Signature
(Programme Coordinator)

5.18

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent/ Department	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Journal of Teacher Education(Special Issue)
3. a) Type of the Programme (Please tick)	:	Extension
b) Category of the Programme (Please tick)	:	New
c) If the programme is carried over, mention the PAC Code No.and year of approval	:	
4. Total Duration of the Programme as phased in col. 10(Months)	:	12 months
a) Date on which programme commenced/to be commenced	:	May, 2002
(b) Target date of completion	:	March, 2003
5. (a) Stage of Education to which (Please tick)	:	Primary
(b) If programme is meant for a group with special needs (Please tick)	:	No
(c) If programme is State/ Region/Agency specific, please specifythe State/ Region/Agency	:	N.A.
6. Beneficiaries (Please tick)	:	- Teacher Educators

7. Need and Justification

(If on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

There is no exclusive journal on teacher education. Hence on experiemental basis a special issue could be brought out. The focus would be on sharing innovative experiences, sharing of researches conducted in teacher education and as a platform for idea generation and idea exchange.

8. a) Specific Objectives :

- To collect and print quality articles/research papers for the journal on teacher education.
- To report research findings at doctoral and post doctoral level.
- Sharing of views and news on teacher education.
- Review of articles and books.

b) Methodology :

(If research programme,please also indicate sample, research questions/ hypotheses and tools)

The journal will consist of about 100-150 pages. The collection of articles will be reviewed by two experts before it is finally edited.

c) Proposed Supporting Staff/ (JPF/CA), if any

Designation	Total No. of months
JPF(s)	_____
CA(s)	_____

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	_____	
b) Outside Agency	_____	

10. **Phasing of the Programme with precise information on activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure (if any)
		From	To	
1.	Collection of articles	June, 2002	Sept. 2002	
2.	Meeting for review of articles	Oct., 2002		Rs. 2,500
3.	Making payment of Honararium to authors			Rs. 7,500
4.	Final editing	Dec, 2002		Rs. 2,500
5.	Printing of 2000 copies @ Rs.40/-	Feb, 2003		Rs. 80,000
	Total Expenditure			Rs. 92,500

Total budget Proposed for 2002-2003 = Rs. 92,500

11. **Details of each Budget Activity under Item No.10 (in the following format)**

11.1 **Activity No.** : 2
Title : Review Meeting
Proposed Dates : Oct., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Review of articles 2 expertsx2 days		
2.	TA	1,770	
3.	D.A.	520	
4.	Working lunch, tea etc.	210	
	Total	2,500	

11.2. **Activity No.** : 3,4 & 5
Title : Editing and Printing of the Journal
Proposed Dates : December, 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Honararium to 15 authors @ Rs. 500/-	7,500	
2.	Editing	2,500	
3.	Printing 2000 copies @ Rs.40/-	80,000	
	Total	90,000	

12. Expected end-product : Journal

13. a) Plans for utilisation and dissemination of end product(s)

b) Plans for Evaluation of the outcome

c) Plans for follow up/Feedback on utilisation of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. K. Walia, Reader

b) Name(s) and designation of other faculty member(s) involved



Signature
(Programme Coordinator)

^{sd-}
Signature
Head of the Deptt./Institute

ON GOING PROGRAMMES

5.19

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent/ Department	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Student's Perceptions Towards two-year B.Ed. Programme in RIEs and Gujarat Vidyapeth.
3. a) Type of the Programme (Please tick)	:	Research
b) Category of the Programme (Please tick)	:	On-going
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	10.26 2001-2002
4. Total Duration of the Programme as phased in col. 10(Months)	:	12 months
a) Date on which programme commenced/to be commenced	:	2001
(b) Target date of completion	:	March, 2003
5. (a) Stage of Education to which the programme is meant (Please tick)	:	Secondary
(b) If programme is meant for a group with special needs (Please tick)	:	No
(c) If programme is State/ Region/Agency specific, please specify the State/ Region/Agency	:	N.A.
6. Beneficiaries (Please tick)	:	- Teacher Educators - Educational Administrators/Planners - Researchers

7. Need and Justification

(If on-going/ carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year) .

In 1989 National Council for Teacher Education brought out a curriculum framework for quality teacher education. The major structural change recommended was switching over from one year B.Ed. programme to 2 year B.Ed. thus NCERT in four RIEs started two year B.Ed. in 1999. The first batch of students of two year B.Ed. would be completing their course in 2001. It is proposed that we may get a feedback from these students as to their opinion of the two year B.Ed.

Note : The data has been collected. It is in the process of being analysed.

8. a) Specific Objectives :

- To obtain critical comments of students on overall impact and satisfaction on two year B.Ed. programme.
- To obtain specific views on
 - a) theory
 - b) practice teaching
 - c) co-curricular activities
 - d) evaluation
 - e) management

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

A workshop will be held in one of the RIEs after the data is analysed and a draft report will be prepared.

c) Proposed Supporting Staff/ (JPF/CA), if any

Designation	Total No. of months
JPF(s)	—
CA(s)	—

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	RIEs	
b) Outside Agency	Gujarat Vidyapeth	

10. Phasing of the Programme with precise information on activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure (if any)
		From	To	
1	Workshop at RIE TA/DA/lunch, tea	Aug.,2002		70,000
2.	Report writing & final editing	March, 2003		30,000
			Total Rs.	1,00,000

Total budget Proposed for 2002-2003 = Rs. 1,00,000

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : 1
Title : Workshop
Proposed Dates : From Aug., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Workshop at RIE		
	DA	1,820	
	TA. by Air	67,620	
2.	Working lunch, tea etc.	560	
	Total	70,000	

11.2. Activity No. : 2
Title : Rjeport Writing and Final Editing
Proposed Dates : From Feb., 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Report writing & final editing	20,000	
2.	Contingency	10,000	
	Total	30,000	

12. Expected end-product : Report

13. a) Plans for utilisation and dissemination of end product(s)

Findings of the research will be used for improving and updating two year B.Ed..

b) Plans for Evaluation of the outcome

A task force will be constituted to review two year B.Ed. programme keeping in view the findings of the study.

c) Plans for follow up/Feedback on utilisation of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. K. Walia, Reader

b) Name(s) and designation of other faculty member(s) involved



Signature

(Programme Coordinator)

Sd-

Signature

Head of the Deptt./Institute

5.20

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent/ Department	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Profile of Heads of Elementary Teacher Education Institutions
3. a) Type of the Programme (Please tick)	:	Research
b) Category of the Programme (Please tick)	:	On-going
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	10.27
4. Total Duration of the Programme as phased in col. 10(Months)	:	12 months
a) Date on which programme commenced/to be commenced	:	2001
(b) Target date of completion	:	March, 2003
5. (a) Stage of Education to which (Please tick)	:	Elementary
(b) If programme is meant for a group with special needs (Please tick)	:	No
(c) If programme is State/ Region/Agency specific, please specify the State/ Region/Agency	:	N.A.
6. Beneficiaries (Please tick)	:	- Researchers - Teacher Educators

7. Need and Justification

(If on-going/ carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

In view of the conspicuous roles that the Heads of teacher education institutions have to perform particularly in management, their relationship with the staff and community, organizing qualitative programmes and researches. It is therefore imperative to study the profiles of Heads of these institutions. The project would aim at highlighting the professional qualification, work profile, commitment to the job, socio-economic background, management style, difficulties faced and future vision of the Heads of teacher education institutions.

Note : Questionnaire has been prepared. It is in the process of being mailed

8. a) Specific Objectives :

- To study the socio-economic and professional background of Heads of elementary teacher education institutions.
- To examine the management style of the Heads of teacher education institutions and their relationship with the staff and community.
- Analysis of role perceptions particularly related to competency, commitment and performance.
- Their role in institutional networking.
- Suggestions for improving the performance of heads of teacher education institutions and improving the quality of teacher education institutions.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

The questionnaire will be mailed to 800 elementary teacher education institutions. The data will be collected and analysed. Some interviews will also be organized with Heads of the teacher education institutions.

c) Proposed Supporting Staff/ (JPF/CA), if any

<i>Designation</i>	<i>Total No. of months</i>
JPF(s)	—
CA(s)	6 months

9. Collaborating Agencies Name of Agency Nature of Collaboration
(If any)

a) NCERT Constituents

b) Outside Agency

10. Phasing of the Programme with precise information on activities (including in-house activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure (if any)
		From	To	
1.	Review of report 1 expert x10 days TA/DA, Lunch,tea	June, 2002		Rs. 24,000
2.	Computer analysis			Rs 26,400
3.	Final Editing, Binding etc.	Feb , 2003	March 2003	Rs 13,000
	Total Expenditure			Rs. 63,400

Total budget Proposed for 2002-2003 = Rs. 63,400

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : 1
Title : Review of report
Proposed Dates : June, 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Review of report 1 expert into 10 days TA by Air	20,000	
2.	D.A.	2,600	
3.	Working lunch, tea etc.	1,400	
	Total	24,000	

11.2 Activity No. : 2
Title : Computer analysis and binding of the report
Proposed Dates : Feb., 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Computer Assistant 4,400x6 months	26,400	
	Total	26,400	

11.2 Activity No. : 3 & 4
Title : Final Editing, Binding etc.
Proposed Dates : March., 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Final Editing	3,000	
2.	contingencies	10,000	
	Total	13,000	

Total of 11.1, 11.2 and 11.3 = Rs. 63,400/=

12. Expected end-product : Report

13. a) Plans for utilisation and dissemination of end product(s)

The report will be disseminated to all elementary to education institutions.

b) Plans for Evaluation of the outcome

c) Plans for follow up/Feedback on utilisation of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. K. Walia, Reader

b) Name(s) and designation of other faculty member(s) involved


Signature
(Programme Coordinator)


Signature
Head of the Deptt./Institute

5.21

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent/ Department	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Encyclopaedia of Indian Education
3. a) Type of the Programme (Please tick)	:	Development
b) Category of the Programme (Please tick)	:	On-going
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	10.07 2001-2002
4. Total Duration of the Programme as phased in col. 10(Months)	:	12 months
a) Date on which programme commenced/to be commenced	:	November, 1999
(b) Target date of completion	:	March, 2003
5. (a) Stage of Education to which the programme is meant (Please tick)	:	All stages of education from pre-primary to higher education.
(b) If programme is meant for a group with special needs (Please tick)	:	No
(c) If programme is State/ Region/Agency specific, please specify the State/ Region/Agency	:	N.A.
6. Beneficiaries (Please tick)	:	- Teachers - Teacher Educators - Educational Administrators/Planners - Researchers All

7. Need and Justification

(If on-going/ carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

On the persistent demand of the academic community, National Council of Educational Research and Training (NCERT) has undertaken the project on *Encyclopaedia of Indian Education*. A Project Coordination Team was formed in the Department of Teacher Education and Extension to handle academic as well as organizational aspects of the project. An Advisory Group was appointed under the Chairmanship of the Director, NCERT to provide direction to the project. A comprehensive list of about 417 entries covering all aspects, all periods and all stages of education was prepared.

The entries are arranged under five categories, viz., i) Educational Themes; ii) Innovations and Experiments in Education; iii) State Systems of Education; iv) Educational Organizations and Institutions; and v) Distinctly Indian Concepts. More than 55 percent entries are thematic in nature covering 15 specific areas of education.

Since 26th November, 1999, seven meetings of Advisory Group have been organised. The Conceptual Frame work of the Encyclopaedia and Guidelines for the Authors was prepared. The panels of authors for various entries were prepared. The assigning of entries was initiated in the month of June, 2000. Till date, nearly 150 entries have been received from various authors. Alternative arrangement in respect of the authors expressing their inability to prepare the write-ups has been made. An Editorial Board was constituted to edit the entries. Nearly 150 entries have been edited in the three editorial meetings. The work of assigning entries to authors is still going on as some authors are expressing their inability to write the entries.

- 8. a) Specific Objectives :** To develop an Encyclopaedia of Indian Education covering all periods, all stages and all aspects of education.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

The following modalities will be adopted.

- i) Editing of entries :
The remaining entries will be edited by the editorial board.
- ii) Translation:
The write -ups of those entries which are initially being written in Hindi will be translated into English.

iii) Production:

Publication department will be entrusted with the responsibility to bring out the different volumes of the document.

c) Proposed Supporting Staff/ (JPF/CA), if any

Designation	Total No. of months
JPF(s) — 2	12 monthsx2 = 24 months (total)
CA(s) — 1	12 months

9. **Collaborating Agencies (If any)**
- | | | |
|-----------------------|---|----------|
| a) NCERT Constituents | Persons from various Departments of NIE and RIE's | Academic |
| b) Outside Agency | Authors from University Departments of Education, NIEPA, IGNOU and various educational institutions in the country. | |
10. **Phasing of the Programme with precise information on activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
1.	Assigning, receiving and editing of various entries	April, 2002	Feb., 2003	—
2.	Two meetings of Advisory Group	April, 2002	Feb., 2003	Rs. 80,000
3.	Three meetings of Editorial Board (each meeting for 5 days)	April, 2002	Feb., 2003	Rs. 2,97,000
4.	Translation of some entries from Hindi to English	April, 2002	Nov., 2002	
5.	Payment to the translators	Dec. 2002		Rs 10,000
6.	Finalization of Press copy		March, 2003	
7.	Production	March, 2003		
8.	Reimbursement of contingent expenses to about 250 authors @ Rs. 1,000/- p m.			Rs 2,50,000
	Total Expenditure			Rs. 7,95,400

Total proposed budget for 2002-2003 including the salaries of two JPFs and one computer Assistant for 12 months = Rs. 7,95,400/=

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : 2
Title : Meetings of Advisory Group
Proposed Dates : April, 2002; Oct, 2002 and Feb,2003
(Each meeting will be of one day)

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	T.A. to 6 persons	35,000	There will be two meetings
2.	D.A. to 4 non-local persons (Rs.260 x 4 x 1)	1,040	
3.	Honorarium @ Rs.400/-to six persons(400 x 6 x 1)	2,400	
4.	Contingency	1,560	
	Total	40,000	

Total expenditure on two meetings : Rs 80,000/- (40,000 x 2)
(RupeesEighty Thousand only)

11.2 Activity No. : 3
Title : Meetings of Editorial Board
Proposed Dates : April, 2002- Feburary 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks
1.	T.A. to 5 non- local persons (11,000/- x 5)	55,000	There will be three meetings of five days each
2.	T.A to 5 local persons (5 x 500 x 5)	12,500	
3.	D.A. to 5 non- local persons for 5 days(260 x 5 x 5)	6,500	
4.	Honorarium @ Rs.400/- for 10 persons for five days	20,000	
5.	Contingencies	5,000	
	Total	99,000	

Total expenditure on three meetings : 2,97,000- (Rs. 99,000 x 3)
(Rupees two lakh ninety seven thousand only)

11.3 Activity No. : 5 and 8
Title : Payment to translators, Authors, JPF and Computer Assistant
Proposed Dates :

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Payment to the translators	10,000	
2.	Reimbursement of contingent expenses to approx 250 authors @ Rs 1,000/- pm (250x1000)	2,50,000	
3.	Salary of two JPFs @ Rs.4,400/- P.M. for 12 months (4400x2x12)	1,05,600	
4.	Salary of one Computer Assistant (4400x12)	52,800	
	Total	4,18,400	

Total expenditure of 11.1,11.2 and 11.3 (Rs.80,000/-+Rs.2,07,000/- + Rs. 4,18,400/- = Rupees 7,95,400)

(Rupees seven lakh ninety five thousand and four hundred only)

12. Expected end-product : Encyclopaedia of Indian Education

13. a) Plans for utilisation and dissemination of end product(s)

It will be a quality reference material for teachers, teacher educators and researchers. It will be a priced publication of the Council.

b) Plans for Evaluation of the outcome

c) Plans for follow up/Feedback on utilisation of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. G.K. Lehri, Head, DTEE

b) Name(s) and designation of other faculty member(s) involved

Dr. (Mrs.) Mamta Agrawal, Professor

Dr.(Mrs.) R.K. Chopra, Professor

Dr. (Mrs.) Pranati Panda, Reader

Sd-

Signature

Head of the Deptt./Institute

Sd-

Signature

(Programme Coordinator)

10.22

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent/ Department	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Curriculum Framework for Teacher Education
3. a) Type of the Programme (Please tick)	:	Development
b) Category of the Programme (Please tick)	:	On-going
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	10.25
4. Total Duration of the Programme as phased in col. 10(Months)	:	24 months
a) Date on which programme commenced/to be commenced	:	March 2001
(b) Target date of completion	:	March 2003
5. (a) Stage of Education to which (Please tick)	:	- Primary, Primary, Upper Primary Secondary
(b) If programme is meant for a group with special needs (Please tick)	:	No
(c) If programme is State/ Region/Agency specific, please specify the State/ Region/Agency	:	N.A.
6. Beneficiaries (Please tick)	:	- Teacher Educators - Educational Administrators/Planners

7. Need and Justification

(If on-going/ carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

NCERT has brought out a national curriculum framework for school education in which many new issues have emerged for the first time. To respond to these new changes it will be imperative to bring out correspondence changes in teacher education curriculum also. Hence there is a need to develop framework for teacher education.

Note : Chapter writing of the document is in process.

8. a) Specific Objectives :

- To analyse curriculum framework for school education 2000 and 1998 curriculum framework for teacher education.
- To delineate gap areas needed to respond to school curriculum
- Suggest strategies and changes in teacher education curricula
- Prepare a comprehensive document.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

There will be group meetings for preparing the first draft on curriculum framework. The first draft will be presented in three workshops in which eminent teacher educators, teachers and educational planners will give their suggestions, modification which will culminate into a discussion document. The discussion document will be presented in various regional meetings throughout the country and the suggestions will be incorporated and thus will be prepared a semi final draft. The semi final draft will be further refined in a national workshop and a final framework will be brought out.

c) Proposed Supporting Staff/ (JPF/CA), if any

<i>Designation</i>	<i>Total No. of months</i>
JPF(s)	12 months
CA(s)	—

9.	Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
	a) NCERT Constituents		
	b) Outside Agency	SCERTs, DIETs, University Departments, IASEs, NCTE	

10. Phasing of the Programme with precise information on activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure (if any)
		From	To	
1	Group Meetings - 8	April, 2002	Jan., 2003	Rs. 2,80,000
2.	Chapterisation 4 expertsx 10 daysx3	March	April, 2003	Rs 1,59,600
3.	Workshops 3 for draft	May	June,	Rs 5,83,000
4.	Regional meeting-3 on discussion document	July	Sept	Rs 5,22,000
5.	National workshop for final document	Dec., 2002	Jan., 2003	Rs. 6,52,800
6.	Printing 2000 copies			Rs 60,000
	Total Expenditure			Rs.22,57,400

Total budget Proposed for 2002-2003 including salary of JPF = Rs. 22,57,400

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : 1-2
Title : Group Meetings - 8
Proposed Dates : From April, 2002 To Jan., 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Group Meetings - 8		
	TA	1,47,000	
	DA.	1,00,000	
	Lunch, Coffee/tea etc.	33,000	
2.	Chapterisation 4 experts 10days x3		
	TA	1,20,000	
	DA	31,200	
	lunch, tea/coffee etc.	8,400	
	Total	4,39,000	

11.2. Activity No. : 3-5
 Title : Workshops and Meetings
 Proposed Dates : From May to June, 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Workshops for draft	5,83,000	
2.	Regional Meetings - 3	5,22,000	
3.	National workshop for final document	6,00,000	
4.	Salary of JPF for 12 months	52,800	
	Total	17,57,800	

11.3. Activity No. : 6
 Title : Printing of document
 Proposed Dates : March 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Printing 2000 copies @ Rs. 30/= per copy	60,000	
	Total	60,000	

Total of 11.1, 11.2 and 11.3 = Rs. 22,57,400/=

12. Expected end-product : Document

13. a) Plans for utilisation and dissemination of end product(s)

The document will be disseminated to all the state governments, teacher education institutions, curriculum planners.

b) Plans for Evaluation of the outcome

c) Plans for follow up/Feedback on utilisation of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. K. Walia, Reader

b) Name(s) and designation of other faculty member(s) involved


 Signature
 (Programme Coordinator)


 Signature
 Head of the Deptt./Institute

5.23

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent/ Department	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Development of Self-Instructional Modules for Elementary Teacher Educators on Competency, Commitment and Performance Based Teacher Education.
3. a) Type of the Programme (Please tick)	:	Development
b) Category of the Programme (Please tick)	:	On-going
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	10.28
4. Total Duration of the Programme as phased in col. 10 (Months)	:	24 months
a) Date on which programme commenced/ to be commenced	:	2001
(b) Target date of completion	:	March, 2003
5. (a) Stage of Education to which (Please tick)	:	Upper Primary
(b) If programme is meant for a group with special needs (Please tick)	:	No
(c) If programme is State/ Region/ Agency specific, please specify the State/ Region/ Agency	:	N.A.
6. Beneficiaries (Please tick)	:	- Elementary Teacher Educators

7. Need and Justification

(If on-going/ carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

Prere-service teacher education programme attempts to transform a lay person into competent and committed professional. Teachers need to continuously enrich their competencies, be more dedicated and committed to their work and enhance their professional performance.

If teachers are competent, committed and perform well, it can lead to higher quality learning among students. Every teacher ought to make consistent efforts for self-study for professional enhancement. Teacher effectiveness depends not only on competencies and skills but also on commitment and performance. Hence the task of fostering these three components i.e. competency, commitment and performance become integral and vital in teacher education.

8. a) Specific Objectives :

- To sensitize elementary teacher educators on competency based and commitment oriented teacher education.
- To develop self-learning modules on competency, commitment and performance based teacher education for elementary teacher educators.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

Modules will be developed with the help of experts.

c) Proposed Supporting Staff/ (JPF/CA), if any

Designation	Total No. of months
JPF(s)	—
CA(s)	—

9. Collaborating Agencies (If any) Name of Agency Nature of Collaboration

a) NCERT Constituents

b) Outside Agency Tilak College of Education
Pune

10. Phasing of the Programme with precise information on activities (including in-house activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure (if any)
		From	To	
1.	Preparation of modules in 2 day workshop x10 experts	Aprnl, 2002	Sept.,2002	Rs. 31,000
2	Three days workshop to review the modules	Oct., 2002		Rs. 64,000
3	Making payment of Honararium to experts for module writing	Jan., 2003		Rs 20,000
4	Editing of modules			Rs. 10,000
	Total Expenditure			Rs. 1,25,000

Total budget Proposed for 2002-2003 = Rs. 1,25,000

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. . 1
Title : Workshop for preparation of modules
Proposed Dates : From June, 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2 days workshop for preparation of modules 10 experts x 2 days		
	TA	27,000	
	D.A.	2,600	
2.	Working lunch, tea etc. .	1,400	
	Total	31,000	

11.2 Activity No. : 2,3 & 4
Title : Review workshop and editing of modules
Proposed Dates : From Oct., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	3 days workshop for review of modules 10 experts x 2 days		
2.	T.A.	40,000	
3.	D.A.	2,600	
4.	Honararium to experts for module writing @ Rs.1000x20	20,000	
5.	Editing of 20 modules @ Rs. 500x20	10,000	
6.	Contingencies	21,400	
	Total	94,000	

Total of 11.1 and 11.2 = Rs. 1,25,000/-

12. Expected end-product : Package

13. a) Plans for utilisation and dissemination of end product(s)

The self instructional package will be disseminated to all elementary teacher education institutions.

b) Plans for Evaluation of the outcome

c) Plans for follow up/Feedback on utilisation of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. K. Walia, Reader

b) Name(s) and designation of other faculty member(s) involved


Signature
(Programme Coordinator)


Signature
Head of the Deptt./Institute

5.24

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent/ Department	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Field Testing, Review and Finalization of SOPT Training Package for Science Teachers of Upper Primary Classes.
3. a) Type of the Programme (Please tick)	:	Development
b) Category of the Programme (Please tick)	:	On-going
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	10.12 approved in 2001-2002 PAC meeting
4. Total Duration of the Programme as phased in col. 10(Months)	:	12 months
a) Date on which programme commenced/to be commenced	:	April, 2002
(b) Target date of completion	:	March, 2003
5. (a) Stage of Education to which the programme is meant (Please tick)	:	Upper Primary
(b) If programme is meant for a group with special needs (Please tick)	:	N.A
(c) If programme is State/ Region/Agency specific, specify the State/Region/ Agency	:	All the states (Centrally sponsored scheme)
6. Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Teachers - Teacher Educators - Educational Administrators/ Planners, NCERT faculty and Authorities

7. Need and Justification

(If on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

SOPT is a centrally sponsored scheme for providing in-service training to teachers. One of the responsibilities assigned to NCERT is to develop training material for SOPT training. During 2001-2002, training package for Science teachers of upper primary classes was developed. It is very important to obtain the feedback from users i.e., teachers on this package. Review from experts is equally important. On the basis of feedback from teachers and suggestions from review committee, the training package needs to be revised and finalized.

8. a) Specific Objectives :

1. To obtain feedback from users, that is, teachers.
2. To get the training package reviewed by experts.
3. To revise and finalize the package on the basis of feedback.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

The training package will be given to 50 teachers, teaching science to upper primary classes. They will be given two months time to read the package and also to try out the transactional strategies suggested in the package. Feedback from the teachers will be obtained. Package will be also sent for expert review. On the basis of feedback from teachers and suggestions from experts the training package will be revised in a workshop.

c) Proposed Supporting Staff/ (JPF/CA), if any

<i>Designation</i>	<i>Total No. of months</i>
JPF(s)	Nil
CA(s)	—

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents		
b) Outside Agency		

10. Phasing of the Programme with precise information on activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
1	Dissemination to SCERTs and teachers..	April 2002	April,2002	—
2.	Collecting feedback from teachers	May, 2002	Aug., 2002	—
3.	Interaction with teachers on the package	Aug , 2002	Sept , 2002	25,000
4.	Sending to experts for review and obtaining suggestions	April, 2002	April, 2002	—
5.	Workshiop for modification/ revision of package	Oct., 2002	Nov , 2002	93,000
6	In house finalization	Dec., 2002	Jan ,2002	—
7.	Final typing making pictures & multiple copies	Jan	March,2002	20,000
	Total			1,38,000

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : 3
Title : Interaction meeting with teachers
Proposed Dates : Aug. - Sept., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA & DA for 15 teachers for interaction meeting (1 day) (10 local 5 non-local)	20,000	
2.	lunch & tea)	2,000	
3.	Contingency	3,000	
	Total	25,000	

11.2 Activity No. : 5

Title : Workshop for revision of package

Proposed Dates : Oct.. - Nov., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	TA & DA of 10 experts (5 days) 4 non-local 6 local	75,000	
2	Honorarium	13,000	
3.	lunch & tea	3,000	
4.	Contingency	2,000	
	Total	93,000	

11.2 Activity No. : 6

Title : Training, making pictures & photocopying

Proposed Dates : Jan. - March, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Typing, making pictures and multiple sets	20,000	
	Total	20,000	

Total of 11.1, 11.2 and 11.3 = Rs. 1,38,00/-

12. Expected end-product

Package

13. a) Plans for utilisation and dissemination of end product(s)

For SOPT training

b) Plans for Evaluation of the outcome

Feedback from users

c) Plans for follow up/Feedback on utilisation of the outcome

To incorporate suggestions in the package

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr.(Miss) Santosh Sharma, Reader

b) Name(s) and designation of other faculty member(s) involved


Signature

Head of the Deptt./Institute



Signature

(Programme Coordinator)

5.25

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent	:	Department of Teacher Education & Extension
2. Title of the Programme ITV)	:	In-service Primary Teachers' Training through Interactive Television(IPTT- - UNESCO - ITU-GOI Project
3. a) Type of the Programme (Please tick)	:	Research Training
b) Category of the Programme (Please tick)	:	New
c) If the programme is carried over, mention the PAC Code No.and year of approval	:	10.16 2001-2002
4. Total Duration of the Programme as phased in col. 10 (Months)	:	12 months
a) Date on which programme commence/to be commence	:	April, 2002
(b) Target date of completion	:	March, 2003
5. (a) Stage of Education to which the programme is meant (Please tick)	:	Primary
(b) If programme is meant for a group with special needs (Please tick)	:	- Teachers & Teacher Educators
(c) If programme is State/ Region/Agency specific, please specify the State/ Region/Agency	:	- Madhya Pradesh - Gujarat
6. Beneficiaries (Please tick)	:	-Teachers - Teacher Educators - Educational Adminstrators/ Planners, NCERT faculty and Authorities

7. Need and Justification

(If on-going/ carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

NAP for the In-service education of primary teachers to be implemented during 9th and 10th five year plan periods, envisages use of electronic media based distance mode of training to provide a stronger technology base and a wider experience data base. It has been decided to launch this pilot project before full scale implementation of NAP. The progress of project is given below:

1. Staff requirement, staff development and software work is in progress.
2. Hardware installation by ITU is in process.
3. Telecast for teachers, supervisors, teacher educators will be during 2002-2003.

8. a) Specific Objectives

- * To provide academic guidance to the state nodal agencies
- * To monitor and supervise the implementation of the project.
- * To conduct the pre-appraisal survey of learning centres.
- * To conduct formative and summative evaluation of the programme.
- * To channelize the central assistance to M.P. and Gujarat states.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

The training will be provided by M.P. and Gujarat states through distance mode using ITV mode to teachers. The training programme will be evaluated by way of observation of the different centres.

c) Proposed Supporting Staff/ (JPF/CA), if any

<i>Designation</i>	<i>Total No. of months</i>
JPF(s)	One for collection of data in Madhya Pradesh and Gujarat for one year upto March, 2003
CA(s)	—

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	DTEE/Universisty CIET	University Deptt. - Coordination, Monitoring Supervision, Management Evaluation & Research. - CIET - Assistance and supervision of technial aspects.
b) Outside Agency	GCERT MPSCERT	Programme Implementation (GOI, BSNL, UNESCO)

**10. Phasing of the Programme with precis information on activities
(including in-houseactivities involving expenditure or otherwise
clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
1.	Training of teachers through ITV in M.P. and Gujarat State	April, 2002	Oct. 2002	Mony will be released according to M.P and Gujarat the programme request
2.	Monitoring, Evaluation & Research	April, 2002	March 2003	Rs. 5,72,800/-
3.	Review Meeting (Group-I, Group-II, National Advisory Meetings)	April, 2002	March 2003	Rs. 2,00,000/-
4.	Report writing	Jan. 2002	March 2003	Rs. 50,000/-
	Total			Rs.8,22,800/-

**Total budget Proposed for 2002-2003 including salary of one JPF and five
Investigators = Rs. 8,22,800/-**

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : Evaluation & Research
Title : Monitoring, Coordination & Supervision
Proposed Dates : From April 2002 To March, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	JPF one [4400x12]	52,800.00	
2	Computer Operators [1200x5]	60,000.00	
3	Contingencies	50,000.00	
4	Review Meetings	2,00,000.00	
5.	Five Investigators for data collection for Five months	1,10,000.00	
6.	Evaluation & Research	30,000.00	
7.	Report writing	50,000.00	
	Total	8,22,800.00	

12. Expected end-product

Report

13. a) Plans for utilisation and dissemination of end product(s)

For In-service training of teachers

b) Plans for Evaluation of the outcome

c) Plans for follow up/Feedback on utilisation of the outcome

The training will be evaluated and research report to be prepared.

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr.S.K. Yadav, Reader

b) Name(s) and designation of other faculty member(s) involved

Sd/-
Signature
(Programme Coordinator)

Sd/-
Signature
Head of the Deptt./Institute

5.26
Programme Proposal For the Year 2002-2003

1.	Name of the NCERT Constituent	:	Department of Teacher Education & Extension
2.	Title of the Programme	:	Special Orientation Programme for School Teachers (SOPT)
3.	a) Type of the Programme (Please tick)	:	Training
	b) Category of the Programme (Please tick)	:	On-going
	c) If the programme is carried over, mention the PAC Code	:	
4.	Total Duration of the Programme as phased in col. 10(Months)	:	—
	a) Date on which programme commence/to be commence	:	April, 1993
	(b) Target date of completion	:	31.3. 2003
	c) If the programme is carried over, mention the PAC Code No.and year of approval	:	
5.	(a) Stage of Education to which the programme is meant (Please tick)	:	Primary, Upper Primary, Secondary & Sr. Secondary
	(b) If programme is meant for a group with special needs. (Please tick)	:	No
	(c) If programme is State/ Region/Agency/specific, the State/Region/Agency	:	N.A.
6.	Beneficiaries (Please tick)	:	Students/Teachers/Teacher Educators and Principals at elementary and secondary level teacher training institutions

7. Need and Justification

(If on-going/ carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

The Special Orientation Programme for School Teachers (SOPT) is a Centrally sponsored scheme started during the year 1993-94, with a view to improve the quality of primary education as a part of the strategy of achieving universalisation of elementary education. From November 2000, the scope of SOPT is extended to all the stages of school education. The Department has been entrusted with the responsibilities of getting the scheme implemented in the states through State Nodal Agencies (SNA) as per the revised guidelines of SOPT. Upto 31st March, 2001, 16.11 lakh primary school teachers have received in-service training through SOPT. The scheme is likely to continue during the Tenth Five Year Plan.

8. a) Specific Objective :

1. Providing In-service education to elementary, secondary and Senior Secondary School teachers with emphasis on creating awareness and enhance their competencies about basic strategies and concerns envisaged by the National Curriculum Framework for School Education (NCF) (NCERT, November, 2000).
2. To undertake *impact study of SOPT* in four to five states, where this scheme is fully in operation.
3. To collect all the materials developed by the States under SOPT and to see if there is an deviation in terms of objectives of SOPT programmes, Training Schedule etc.
4. To undertake Monitoring and Evaluation of Academic Components of In-service Training given to teachers under SOPT, through Regional Institutes of Education (Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong), Department of Teacher Education & Extension and in collaboration with other NIE Departments.
5. To implement the scheme of SOPT as per revised guidelines approved by MHRD.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

Three tire training strategy will be adopted :

1. Key persons training.
2. Resource persons training.

3. Elementary school teacher training.
4. Secondary and sr. Secondary school teacher training.

c) Proposed Supporting Staff/ (JPF/CA), if any

Designation	Total No. of months
JPF(s)	One JPF for 12 months (one year)
CA(s)	Stenographic assistance with working knowledge of Computer for 12 months.

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	NIE Departments, RIE (Ajmer, Bhopal, Bhubaneswar, Mysore & Shillong)	Academic and administrative support, monitoring & evaluation of SOPT training, organization of training programmes etc.
b) Outside Agency	SNAs/SCERTs	— do —

10. Phasing of the Programme with precise information on activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
1.	Planning, Coordination and monitoring of SOPT training (RIEs, Ajmer, Bhopal, Bhubaneswar, Shillong & Mysore, DTEE).	April 2002	March, 2003	Rs 10.00 Lakh
2.	Training of Key Resource persons			Rs 5.00 Lakh
3.	Evaluation of SOPT (Impact study of SOPT) in five States			Rs. 12 00 Lakh
4.	Providing Grants to thirty five State Nodal Agencies (SNA) (All India) for training of elementary, secondary & Sr. Secondary teachers in their respective states for the year 2002-03			Rs.2473.00 Lakh
	Total			Rs.25 Crores

Total proposal budget for 2002-2003 including salary of one JPF and other Expenditure = Rs. 25 Crores.

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : 3
Title : Evaluation of SOPT (Impact Study of SOPT)
Proposed Dates : From April, 2002 To March, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Impact Study of SOPT in five States	Rs. 11,000	Data to be collected 1. Maharastra 2. Karnataka 3. Rajasthan 4. Meghalaya
2.	J P F. (one)@ Rs 4400/- p.m. for 12 months	Rs. 52,800	
3.	Misc Expenditure, including TA & DA to JPF for data collection from the States and other Expenditure for the field work	Rs 47,200	
	Total	Rs. 12 Lakhs	

12. Expected end-product : Training of Teachers at the elementary, secondary and Sr. Secondary level.

13. a) Plans for utilisation and dissemination of end product(s)

The training has been envisaged under Centrally Sponsored Scheme of SOPT, as per revised guidelines approved and fully funded by MHRD, covering all the stages of School Education. The in-service education of elementary , secondary and Sr. Secondary teachers will result in the improvement of the quality of teaching learning process of School Education.

b) Plans for Evaluation of the outcome

Inbuilt monitoring and evaluation by the extension faculty members of RIEs (Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong) and DTEE faculty members in colloberation with NIE faculty members.

c) Plans for follow up/Feedback on utilisation of the outcome

To enhance the quality of School Education at all levels.

14. Personnel involved

a) Name and designation of the Programme Coordinator

Prof. B.K. Mattoo

b) Name(s) and designation of other faculty member(s) involved

Dr. D.D. Yadav, Reader

Sd/-
Signature
(Programme Coordinator)

Sd/-
Signature
(Head of the Deptt./Institute)

5.27
Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Innovative Practices in School Education : All India Competition for NCERT Awards to School Teachers
3. a) Type of the Programme (Please tick)	:	Extension
b) Category of the Programme (Please tick)	:	- On-going
c) If the programme is on going carried over, mention the PAC Code No. and year of approval	:	10.22
4. Total Duration of the Programme as phased in col. 10 (Months)	:	One year Six months
a) Date on which programme commenced/to be commenced	:	April, 2002
(b) Target date of completion	:	October, 2003
5. (a) Stage of Education to which the programme is meant (Please tick)	:	- Pre-Primary - Primary - Upper Primary - Overall School Education
(b) If programme is meant for a group with special needs (Please tick)	:	All
(c) If programme is State/Region/Agency specific, specify the State/Region/Agency	:	- National
6. Beneficiaries (Please tick)	:	- Students - Teachers - Teacher Educators - Educational Administrators/ Planners and Researchers

7. Need and Justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

After the independence many programmes have been initiated to bring qualitative improvement in School Education one of them has been the All India competition for School teachers on Innovative Experiments and Practices in School Education. It is to revitalise the scheme of school education by promoting innovative practices among school teachers especially in the area of teaching-learning process. It also aim at motivating teachers, besides promoting professional growth and commitment among them. It is envisaged that this programme helps in updating the knowledge and competency of the teachers. Moreover, it is bound that teachers as researchers and innovators have contributed effectively to the growth of professional understanding and professional practices.

8. a) Specific Objectives

1. To create awareness among school teachers about the need of improving school education through innovations and experimentation.
2. To encourage and motivate school teachers to try out innovative ideas and practices and undertake research for the improvement of different areas of school education.
3. To provide information to interested teachers to replicate tested and useful innovations and experiments in different areas of school education.
4. To provide a forum for the presentation of the innovative experiments and practices to the awardee teachers for the critical discussion and implementation.
5. To develop instructional material on the basis of innovative practices of awardee teachers.
6. To develop case studies of innovative teachers.

b) Methodology :

An advertisement of inviting innovative papers from school teachers is always given in the leading news papers of the country. Bi-lingual information bulletin giving details about the scheme are got to be printed. Copies of the information bulletin will be disseminated to different institutions/schools in the country through SCERTs/ SIEs/RIEs/KVs etc.

On receiving the papers the same will be scrutinised for their eligibility for the competition. All papers will be sorted out language, state and subject wise. Regional language papers will be evaluated in the RIEs. The programme of All India Competition for school teachers related with innovative experiments and practices is a regular programme of the department. The scheme has been revised. As per the modified

scheme, first level evaluation of the papers will be done at the RIEs level. RIEs will get evaluate papers at the first level. The Regionally evaluated papers will be reevaluated by a panel of three experts at the central level. The authors of the innovative papers securing marks above certain cut-off percentage will be invited to the national seminar for making a presentation of their papers. Group of Experts (three) will evaluate the presentation of authors at the National level. On the basis of evaluation of the papers and their presentation, final selection for the award will be made. Accordingly, the results of final award will be declared and teachers will be awarded the total project duration will be 18 months. Every year six months of the preceeding year and following will overlap.

As per the new modifications, statewise analysis of awardee papers will be a regular feature. Efforts will be made to motivate those states whose contribution/ participation in this National Seminar is lacking. Department will also undertake some visits to those states for motivating teachers.

Instructional support material in the form of handbook and small pamphlets will be developed on the basis of innovative practices of the awardee papers. The material will be widely disseminated among the concerned target group at the national level. Some research studies like case studies of awardee teachers will also be undertaken. The department has already completed the case studies of pre-primary and primary teachers in March, 2000. At the International seminar a paper based on case studies of Innovative papers was presented in December (2000). The feedback received is very encouraging. It was felt by almost everybody that the quality indicators emerging from these studies are very relevant to meet the National goals of school education.

c) Proposed Supporting Staff/ (JPF/CA), if any

<i>Designation</i>	<i>Total No. of months</i>
JPF(s)	Total No. of 12 months (one year)
CA(s)	—

9.	Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
	a) NCERT Constituents b) Outside Agency	NIEs, RIEs SCERTs/SIEs/ RIEs	<p>Giving publicity to the programme in the state.</p> <p>-Dissemination of information bulletin in the states.</p> <p>-Providing academic guidance to school teachers if approached.</p> <p>- First level</p> <p>- Evaluation at RIE's</p> <p>Translation of evaluated papers of regional languages in English by RIEs</p>

10. Phasing of the Programme with precise information on activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
1	Getting the information Bulletin printed for 2002-03 through the Publication Department	April 2002	June 2002	2,75,000
2.	Advertisement in different National and Regional News papers	July 2002	Aug. 2002	
3	Dissemination of information bulletin for 2002-03	Aug 2002	Sept 2002	
4	Submission of papers in RIEs by Dec 2002	Feb , 2002	March, 2002	
5.	Coding and Preliminary Screening in RIEs	April, 2002	April, 2003	
6.	Regional level evaluation of papers and the translation of selected papers from regional languages into English.	April 2002	May 2002	1,12,000
7.	National Level Evaluation of papers	June,2003	July, 2002	95,000
8	Preppration of report	Aug , 2002	Sept. 2002	25,000
9	National Seminar of Award Winning School Teachers	Oct ,2002	Dec , 2002	1,99,375
10	Printing of Participation certificates	Dec , 2002		5,000
11.	Printing of award certificates			
12	Distribution of Cash awards	Dec., 2002		1,40,000
13	Preparation of report	Feb , 2003		10,000
	Total Estimated Expenditure			8,56,375

Total proposed budget for 2002-2003 including one JPF salary for 12 months = Rs. 8,59,375.

Note : In view of the quantum of work, the services of One JPF is required for 12 months. For the dissemination of innovative papers handbooks and small pomphlets are to be prepared. The JPF will help in identifying the topics from the previous years of innovative papers as per the contexts and concerns of NCFSE for dissemination to the target group. JPF will also assist in coding the papers during evaluation process, preparing certificates and organisation of national seminar.

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : 1 and 3
Title : Printing of Information Bulletin and its Dissemination.

Proposed Dates :

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Getting the 40,000 Information Bulletin printing through the publication department	2,75,000	Services of JPF are required in preparing the list of institutes and assistance in the processing and coding the papers, organisation of national seminar etc
2.	Dissemination of 40,000 Information bulletin to Institutes		
3.	Advertisement in Newspapers		
	Total	2,75,000	

11.2. Activity No. : 6
Title : Regional level evaluation of all papers including/ regional language papers and their translation into English or Hindi.

Proposed Dates : April - May, 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Regional level (First Level evaluation of about 500 papers @ Rs.50/- per paper (50x2x500)	50,000	
2.	TA/DA to 2 RPs for 3 days	25,000	
3	Translation of selected papers into English	35,000	
4	Contingency	2,000	
	Total	1,12,000	

11.3. Activity No.**Title****Proposed Dates**

. 7

: National Level Evaluation of Papers
(elementary and Secondary)

. June 2002- July 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	National Evaluation of 400 Innovative Papers @ Rs. 50/- per paper 50x3x400	60,000	
2.	TA/DA to 3 Resource Persons 15000x3	30,000	
3.	Preparation of Material	5,000	
	Total	95,000	

11.3 Activity No.**Title**

: 9

. National Seminar
5 days

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	No. of pre-primary and elementary, Secondary & Sr. Secondary teachers - 70 maximum limit.		
2.	TA to 70 teachers including incidentals.	80,000	
3.	TA/DA to 3 Resource persons	75,000	
4.	DA to 73 persons @ Rs 105/- per day for 5 days (73x105x5)	38,325	
5.	Hon. of 3 resource persons @ Rs. 100 per day for 5 days	1,500	
6.	Contngencies :		
	One dailywagers Peon for 5 days	450	
	Tea/Coffee of 5 days	2,000	
	Preparation of charts/banners	500	
	Preparation of Instructional Material	1,500	
	Total	1,99,375	

11.4 Activity No. : 12
Title : Preparation of Report

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Typing, Photocopy, Binding of Instructional Material and Report	10,000	

12. Expected end-product : Innovative papers will be discussed in the seminars. Report will be brought out. Papers will also be published in Journal. Video production of papers will be done and programme of Innovative papers will be developed in CD for Gyan Darshan.

13. a) Plans for utilisation and dissemination of end product(s)

Copies of the publications and Instructional Material mentioned under item No.12 will be distributed among award teachers and to other target group.

b) Plans for Evaluation of the outcome

c) Plans for follow up/Feedback on utilisation of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr.(Mrs.) S. Nagpal, Professor

b) Name(s) and designation of other faculty member(s) involved

Dr. Raj Rani

Dr. Pranati Panda

Dr. M.S. Sirohi

sd/-
Signature
(Programme Coordinator)

sd-
Signature
Head of the Deptt./Institute

5.28

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent/ Department	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Innovative Practices in Teacher Education - All India Competition for NCERT Awards to Teacher Educators
3. a) Type of the Programme (Please tick)	:	Extension
b) Category of the Programme (Please tick)	:	On-going
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	—
4. Total Duration of the Programme as phased in col. 10(Months)	:	18 months
a) Date on which programme commenced/to be commenced	:	April, 2002-2003
(b) Target date of completion	:	March, 2003+6 months
5. (a) Stage of Education to which the programme is meant (Please tick)	:	All stages of Education
(b) If programme is meant for a group with special needs (Please tick)	:	All
(c) If programme is State/ Region/Agency specific, please specify the State/ Region/Agency	:	National
6. Beneficiaries (Please tick)	:	- Student - Teachers - Teacher Educators - Educational Administrators/ Planners and Researchers

7. Need and Justification

(If on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

To revitalise the scheme of school education by encouraging teacher educators working in Pre-primary Elementary, Secondary and Language Teacher Training Institutes, University Departments of Education and Special Education, DIETs, SCERTs/SIEs, IASEs, CTEs to undertake innovations in their respective institutions. It also aims to promote Professional growth and commitment among teacher educators. The programme is expected to update their knowledge and improve their competence. Teacher Education is a continuous process and its pre-service and in-service are the two sides of the same coin. Its quality depends upon research and innovations application in teaching learning process. .

8. a) Specific Objectives :

- i) To create awareness among school teachers about the need for improving school education through innovations and experimentation
- ii) To encourage and motivate school teachers to try out innovative ideas and practices and undertake research for the improvement.
- iii) To provide information to interested teachers to replicate tested and useful innovations and experiments into teacher and different areas of preparing teachers.
- iv) To provide a forum for the presentation of results of innovative practices, critical discussion and implementation.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

An advertisement of inviting innovative papers from school teachers is given in the different national and regional papers. Bi-lingual information bulletin will be distributed among different institution through the SCERTs/SIEs/RIEs/ DIETs/ FAs office in states, KVs, Navodaya Vidyalays, DPIs etc. The participants in the above competition are required to send their papers to the respective regional institutions of education. At the regional institute levels, each paper is to be evaluated out of 100 marks on the basis of :—

- i) Originality - Innovativeness of the theme, degree of depth in solving a problem, improvement over previous idea of theme and the execution (40% weightage)
- ii) Effectiveness for bringing improvements in the system (50% weightage)
- iii) Effectiveness of innovative project report (10% weightage)

Only those papers securing 50% marks at the RIE evaluation will be eligible for all India level evaluation. Only those papers written in regional languages securing 50% marks at the RIE level evaluation, will be got translated into English/Hindi by the RIEs. At the centre level, all the papers received from the Principals of RIE will be evaluated by a panel of three experts. There will be a presentation by the authors at the authors at the National meet and after it, the awards will be finalised.

c) Proposed Supporting Staff/ (JPF/CA), if any

<i>Designation</i>	<i>Total No. of months</i>
JPF(s)	12
CA(s)	

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	RIEs and Field Advisers of NCERT, SCERTs, /SIEs, DIETs, IASEs, CTEs, DPIs office in the states, KVS, Navodaya Vidyalayas etc., Doordarshan and Radio (AIR)	
b) Outside Agency		

10. **Phasing of the Programme with precise information on activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
1.	Getting the information bulletin printed for 2002-2003 through the Pub. Department.	April, 2002	June, 2002	Rs. 2,75,000
2.	Advertisement in different National & Regional News papers	July 2002	Aug., 2002	
3.	Dissemination of information bulletin	Aug., 2002	Sept., 2002	
4.	Submission of papers in RIEs of 2001-2002 by March, 2002	Feb , 2002	March, 2002	
5.	Coding and Preliminary Screening of papers in RIEs	April, 2002	March, 2002	
6.	Regional level evaluation of papers and the translation of selected papers from regional languages into English	April, 2003	May, 2003	Rs. 50,000
7.	National Evaluation of papers	June, 2002	July, 2002	Rs. 95,000
8.	Preparation of reports	Aug., 2002	Sept., 2002	Rs. 25,000
9.	National Seminar of Award winning teacher educators (5 days)	Oct ,2002	Dec., 2002	Rs. 88,500
10	Printing of participation certificate	Dec , 2002		Rs 10,000
11.	Printing of award certificates	Dec., 2002		Rs. 5,000
12.	Cash award	Dec., 2002		Rs 60,000
13	Preparation of report	Jan., 2003	March, 2003	Rs. 15,000
	Total Estimated Expenditure			Rs. 5,78,500

Total proposed budget for 2002-2003 including one JPF salary for 12 months = Rs. 6,31,300.

Note : In view of the quantum of work, the services of one JPF is required for 12 months. The JPF will help in identifying the topics from the previous years of innovative papers as per the contexts and concerns of NCFSE for dissemination to the target group. JPF will also assist in coding the papers during evaluation process and preparing certificates and other organisation work related to national seminar.

11. Details of each Budget Activity under Item No.10 (in the following format)**11.1 Activity No.** : 6**Title** : Regional level evaluation of papers and the translation of selected papers from regional languages into English**Proposed Dates** : April to May, 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Regional level evaluation of papers and the translation of selected papers from regional languages into English	50,000	
	Total	50,000	

11.2 Activity No. : 7**Title** : National Evaluation of papers**Proposed Dates** : June to July, 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Ealuation of papers 200x3x50	30,000	
2.	TA/DA of evaluators	50,000	
3.	Preparation of report	15,000	
	Total	95,000	

11.3. Activity No. : 9**Title** : National Seminar of Award Winning teacher educatots**Proposed Dates** : Oct. - Dec., 2002 (5 days)

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	TA to 30 teacher educators including incidental	35,000	
2	TA to 3 Resource Persons	30,000	
3.	DA to 33 persns @ Rs.105/- per day for 5 days (33x105x5) (approx.)	19,000	
4	Hon. to 3 RPs @ Rs.100/- per day for 5 days	500	
5.	Contingencies		
	One D/w Peon for 5 days	1,000	
	Tea/Coffee for 5 days	1,000	
	Preparation of Chart/Banners	500	
	Preparation of report	1,500	
	Total	88,500	

11.4. Activity No. : 13
Title : Preparation of report
Proposed Dates : Jan. 2003 - March, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Preparation of report	15,000	
	Total	15,000	

12. Expected end-product

Report will be prepared

13. a) Plans for utilisation and dissemination of end product(s)

Report will be disseminated in elementary and secondary teacher training institutes.

b) Plans for Evaluation of the outcome

A continuous followup with the elementary teacher educators.

c) Plans for follow up/Feedback on utilisation of the outcome

Monitoring and feedback of innovations will be adopted.

14. Personnel involved

a) Name and designation of the Programme Coordinator

Prof. Shakuntla Nagpal

b) Name(s) and designation of other faculty member(s) involved

Dr. Raj Rani

Dr. P. Panda

Dr. M.S. Sirohi

Sd-
Signature
 (Programme Coordinator)

Sd-
Signature
 Head of the Deptt./Institute

5.29

Programme Proposal For the Year 2002-2003

1. Name of the NCERT Constituent/ Department	:	Department of Teacher Education & Extension
2. Title of the Programme	:	Annual Conference of Directors of SCERTs/SIEs
3. a) Type of the Programme (Please tick)	:	Extension
b) Category of the Programme (Please tick)	:	- On-going
c) If the programme is carried over, mention the PAC Code No. and year of approval	:	N.A
4. Total Duration of the Programme as phased in col. 10(Months)	:	12 months
a) Date on which programme commenced/to be commenced	:	1st April, 2002
(b) Target date of completion	:	31st March, 2003
5. (a) Stage of Education to which the programme is meant (Please tick)	:	Overall School Education/Teacher Education
(b) If programme is meant for a group with special needs (Please tick)	:	Nil
(c) If programme is State/ Region/Agency specific, please specify the State/ Region/Agency	:	N.A.
6. Beneficiaries (Please tick)	:	- Student - Teachers - Teacher Educators - Educational Administrators/ Planners, NCERT faculty and Authorities All the above.

7. Need and Justification

(If on-going/ carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of current financial year)

The programme is an annual feature of the department. The programme is envisaged to discuss the issues of common interest and concerns in the areas of school education and teacher education. The conference will focuss on emerging role and function of SCERTs/SIEs in the implementation of programmes of teacher education and school education.

8. a) Specific Objectives :

1. To discuss the issues and concerns of mutual interests.
2. To share the achievements of SCERTs.
3. To develop strategies to over come the difficulties in the implementation of various schemes/projects.

b) Methodology :

(If research programme, please also indicate sample, research questions/ hypotheses and tools)

Group discussion and sharing of experiences

c) Proposed Supporting Staff/ (JPF/CA), if any

<i>Designation</i>	<i>Total No. of months</i>
JPF(s)	N.A.
CA(s)	N.A.

9. Collaborating Agencies (If any)	Name of Agency	Nature of Collaboration
a) NCERT Constituents	All the constituent units	Academic
b) Outside Agency	SCERTs/SIEs	Academic

10. **Phasing of the Programme with precise information on activities (including in-house activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
1.	Inviting agenda items	April, 2002	Aug., 2003	Rs. 11,000
2.	Expert group meeting to evolve agenda	Aug, 2003		
3.	Development of discussion paper	Oct., 2003		
4.	Organisation of conference	Feb., 2003		Rs. 1,97,000
5.	Preparation and dissemination of report	March, 2003		Rs 8,000
	Total Estimated Expenditure			Rs. 2,16,000

11. Details of each Budget Activity under Item No.10 (in the following format)

11.1 Activity No. : 2
Title : In house meeting to evolve agenda
Proposed Dates : One day meeting

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	TA 2x3000	6,000	
2	DA 2x260x2	1,040	
3.	Local conveyance	1,000	
4.	Contingency	2,960	
	Total	11,000	

11.1 Activity No. : 4 & 5
Title : Organisation of conference,
Preparation & dissemination of report
Proposed Dates : Feb. 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA (Air) 10x10,000	1,00,000	
2.	TA (Rail) 20x3500	70,000	
3.	DA 30x2x60	15,600	
4.	Hon. RPs 2x4000x2	1,600	
5	Contingency	9,800	
6.	Preparation & dissemination of report	8,000	
	Total	2,05,000	

12. Expected end-product

Report

13. a) Plans for utilisation and dissemination of end product(s)

Recommendations of the conference will be disseminated in the form of a report to all the SCERTs/SIEs.

b) Plans for Evaluation of the outcome

The Directors of SCERTs/SIEs shall be requested to inform about implementation of the recommendation.

c) Plans for follow up/Feedback on utilisation of the outcome

The minutes of the meeting shall be forwarded to all the SCERTs/SIEs

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. K.M. Gupta

b) Name(s) and designation of other faculty member(s) involved

Head, DTEE

Sd-
Signature
(Programme Coordinator)

Sd-
Signature
Head of the Deptt./Institute

Minutes of DAB Meeting

A meeting of the Departmental Advisory Board (DAB) was held on 10.12.2001 in the Conference Room of Zakir Husain Block, NCERT. The following persons attended the meeting .

- | | |
|---|--------------------------|
| 1. Prof. G.K. Lehri
Head, DTEE | Chairperson |
| 2. Prof. S. Ramamurthi,
IASE, Osmania University
Hyderabad | Member |
| 3. Prof. Harikesh Singh,
Head and Dean,
Deptt. of Education, BHU
Varnasi | Member |
| 4. Dr. (Mrs.) Ila Nayak,
Principal, IASE,
Gujarat Vidyapeethy, Ahmedabad. | Member |
| 5. Prof. R.P. Gupta,
Head, PPMED, NCERT | Member |
| 6. Prof. Sushma Gulati | Representing Head, DEPFE |
| 7. Prof. Hukam Singh | Representing Head, DESM |
| 8. Prof. Kiran Devendra | Representing Head, DEE |
| 9. Dr. K.K. Mishra | Representing Head, DESSH |
| 10. Dr. S.K. Batra | Representing Head, DERPP |
| 11. Dr. Manju Trehan | Representing Head, DESDP |
| 12. Prof. (Mrs.) R.K. Chopra | Member |
| 13. Dr. M.S. Sirohi | Member |

The faculty of the Department also attended the meeting.

The following members could not attend the meeting of DAB.

- | | | |
|----|---|--------|
| 1. | Prof R.N. Mahrotra,
3/189, Prem Nagar, Dayal Bagh,
Agra | Member |
| 2. | Dr. P.M. Jaleel, Director,
S.C.E.R.T., Pujapura,
Trivandrum, Kerala | Member |

At the outset Prof. Lehri welcomed the members of DAB and representatives from other Departments of NCERT and explained in brief the roles and functions of the DTEE. He presented a brief resume of major activities and programmes of DTEE during the last two years. The Head, DTEE enumerated some of the issues and concerns of teacher education.

- Revamping the curriculum of teacher education in the light of new thrust areas of school education and restructuring of teacher preparation courses in accordance to the curriculum.
- Capacity building of state and district level teacher education organisations/institutions like SCERTs, DIETs, IASEs and CTEs.
- Capacity building of teachers at all levels in content and process of education.
- Empowering teachers and teacher educators to use information and communication technology in the classroom.
- Revitalizing the teachers' and teacher educators' competencies.
- Defining para teachers and identifying their problems.
- Preparing teachers for implementing innovative evaluation techniques like CCE, grading system.

He also highlighted some major programmes being undertaken by DTEE like orientation course for NCERT faculty, Encyclopaedia of Indian Education. Preparation of Self-Learning packages for teachers (primary and upper primary levels) under SOPT scheme. He elaborated that the Department is currently developing three packages for upper primary teachers i.e. awareness package and content-cum-methodology based packages in Science and Social Sciences. One awareness-cum-performance package is being developed for primary teachers also.

He informed the house that a major programme of DTEE entitled *Innovation in School Education and Teacher Education - All India Competition* has been revised and made more rigorous since 2000-2001. Besides giving awards to teachers and teacher educators for their innovations, the NCERT is now widely disseminating their innovations through its national level journals. He further added that the DTEE is the nodal agency for implementing some centrally sponsored schemes like SOPT and IPTT-ITV.

At the end, he informed the house that the Department is at present preparing an *Action Plan of Teacher Education* for implementation of the major issues and concerns reflected in the National Curriculum Framework for School Education - 2000.

After presenting an overview of various programmes and activities of the Department. Prof. Lehri invited the comments and suggestions of the members on the proposals for 2002-2003. The following suggestions were made by the members of DAB :

- The Department should take up a small study to identify researchable priority areas and topics in teacher education to give insight to researchers.

- Theme based papers on priority areas of school education and teacher education may be called for *All India Competition on Innovative Experiments and Practices in School Education and Teacher Education*. SCERTs/DIETs may be asked to provide training inputs to those teachers and teacher educators who are not able to write their innovations in the form of papers. Innovations done by awardee teachers and teacher educators should be widely disseminated through print and electronic media.
- The efficacy of prevalent models of value education like models developed by Gujarat Vidyapeeth, Vishwamanglam School, Gujarat, Satya Sai Baba Model etc need to be documented for their replication by other institutions.
- The pre-service and in-service teacher education programmes should prepare prospective teachers and in-service teachers for their new role as facilitators.
- The Department should generate awareness about four-year integrated course and two-year B.Ed. course for enhancing their acceptability among the public.
- Follow up of all training programmes need to be done on a regular basis. The training given under centrally sponsored scheme of SOPT needs to be evaluated by some external agency.
- The Department should develop/provide material (print and electronic) for teacher education institutions on indigenous and culture specific pedagogies.
- In project proposal entitled *Development of Prototype Design and Training Materials for Training of Teacher Educators and Teachers in Value Education*, the word *Prototype* needs to be replaced by some appropriate word.

All project proposals were approved without any modification.

The meeting came to an end with a vote of thanks by DAB Coordinator, Prof. (Mrs.) R.K.Chopra.

